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ABSTRACT

The Exemplary Project in Career Education was designed to stimulate the development of specific activities and programs in career education which would assist students in developing self-concepts and good attitudes while expanding career knowledge and job skills in South Carolina school districts. An administrative staff from the Region Five Educational Services Center in Lancaster supervised the project currently operational in Chesterfield, Fairfield, and Kershaw Counties. Lancaster County dropped out the second year. Feeder systems were used in each of the counties. There were five components to the program (elementary career orientation, work experience, interdisciplinary program, intensive training, and placement and followup) which provided the framework for the K-12 career education program, each with its own goals. Two of the components were implemented in each district the first year; all five were implemented the second year. During this time, extensive inservice training (workshops, orientation conferences, and visitations) was conducted for teachers, administrators, and members of the community. Continuous evaluation was conducted by third parties. The project was judged to be successful in meeting its objectives, with each county program evaluated in a 40-page report included as one of four appendixes. (AG)

ED 086820

SOUTH CAROLINA EXEMPLARY PROJECT IN CAREER EDUCATION

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FINAL REPORT

JULY 1, 1970 – JUNE 30, 1973

SOUTH CAROLINA EXEMPLARY PROJECT IN CAREER EDUCATION

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TABLE OF CONTENTS

List of Tables and Exhibits iii

I. **Summary of the Report**

A. Time Period Covered 1
B. Goals and Objectives 1
C. Procedures 2
D. Results and Accomplishments 3
E. Evaluation 4
F. Conclusions and Recommendations 4

II. **Exemplary Project in Career Education Problem Area** 4

III. **Goals, Objectives, Procedures** 5

IV. **Description of the Project** 13

Elementary Career Orientation 17
Interdisciplinary Program 22
Work Experience 24
Intensive Training 26
Placement and Follow-Up 27

A. Chesterfield County 28
B. Fairfield County 37
C. Kershaw County 44

V. **Results and Accomplishments of the Project** 58

VI. **Evaluation of the Project** 61

VII. **Conclusions, Implications, Recommendations for the Future** 61

Appendix A—Third-Party Evaluation Report 64
Appendix B—Elementary and Interdisciplinary Units 100
Appendix C—Project Personnel 109
Appendix D—District Enrollments By Year 113

LIST OF TABLES

1. Arrangements of Components 1971-73 14
2. Project Personnel Flow Chart 16
3. Executive Committee 17
4. Career Education Concept Chart 18
5. Unit Development Outline 19
6. Chesterfield County Feeder System for Career Education 20
7. Fairfield County Feeder System for Career Education 21
8. Kershaw County Feeder System for Career Education 22
9. Kershaw County Work Experience—Student Evaluation 53

LIST OF EXHIBITS

1. Interdisciplinary Curricular Guides—Old Format 23
2. Interdisciplinary Curricular Guides—New Format 24
3. Career Interest Survey Card 25
4. Work Experience Guidebook 26
5. Follow-Up Survey Print-Out 28
6. Elementary Unit Format 29
7. Chesterfield County Interdisciplinary Guides 31
8. Chesterfield County Work Experience Guidebook 33
9. Career Interest Surveys 35
10. Follow-Up Survey Format 36
11. Fairfield County Elementary Guidebook 38
12. Multi-County Community Resource Guides 42
13. Elementary Unit Format 45
14. Kershaw County Community Resource Guide 46
15. Kershaw County Career Education Handbook 47
16. Kershaw County Interdisciplinary Course Outline 50
17. Career Interest Survey 54
18. Follow-Up Survey Print-Out 55
19. Kershaw County Follow-Up Analysis Chart 56
20. Exemplary Project Brochures 58
21. Exemplary Project Cluster Diagrams 59
22. Teacher Profile—Coordinator's Checklist 61
23. Teacher Profile—Teacher's Checklist 62

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FINAL REPORT

Project Number 0-361-006
Contract Number OEC-0-70-5190(361)

EXEMPLARY PROJECT IN CAREER EDUCATION
IN
SOUTH CAROLINA REGION V

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Stuart R. Brown
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June 30, 1973

FINAL REPORT

Project Number 0-361-006
Contract Number OEC-0-70-5190(361)

EXEMPLARY PROJECT IN CAREER EDUCATION
IN
SOUTH CAROLINA REGION V

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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FINAL REPORT
EXEMPLARY PROJECT IN CAREER EDUCATION
1970 - 1973

I. SUMMARY OF THE REPORT

A. TIME PERIOD COVERED

The time period covered by the final report for the Exemplary Project in Career Education is from July 1, 1970 to June 30, 1973.

B. GOALS AND OBJECTIVES

The overall purpose of the project is to stimulate the development in South Carolina school districts of specific activities and programs in career education which are designed to assist students in clarifying self-identity, developing good attitudes, and expanding career knowledge and job skills leading to appropriate job placement and/or continuing education.

These programs are based on the requirements of the Office of Education program guidelines for Part D—Exemplary Program section of the 1968 Vocational Education Amendments which state that participating schools will make provisions for:

1. Broad occupational orientation at the elementary and secondary school levels so as to increase student awareness of the range of options open to them in the world of work.
2. Work experience, cooperative education and similar programs, making possible a wide variety of offerings in many occupational areas.
3. Activities designed to develop and broaden curricular offerings.
4. Students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time when they leave the school.
5. Intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling.

1. ELEMENTARY CAREER ORIENTATION

Product Goal

To develop an elementary career orientation program whereby elementary school children will learn about job-family occupational opportunities through developmental occupational orientation activities.

2. WORK EXPERIENCE

Product Goals

1. To establish a work experience activity which will assist a select number of both vocational and non-vocational economically **disadvantaged** students in entering gainful employment as a means of insuring training as well as providing financial resources in order that they are able to remain in school.

2. To establish a work experience activity which will assist interested **non-disadvantaged** vocational students in entering gainful employment related to their area of training.

3. **INTERDISCIPLINARY PROGRAM**

Product Goal

To increase motivation and achievement of ninth-twelfth grade students by the provision of interdisciplinary programs correlating language arts, math, and science with a career education lab or a vocational area.

4. **INTENSIVE TRAINING**

Product Goal

To train graduating seniors in job entry skills by the provision of opportunities for intensive training designed to meet critical job market needs in the specific geographic area, student needs, and student abilities.

5. **PLACEMENT AND FOLLOW-UP**

Product Goal

To assess the extent to which the total educational effort is meeting the needs of students by the provision of intensive guidance, placement of 100% of the high school graduates in further training or employment, and follow-up activities designed to assess the extent to which the education and training provided is meeting needs of students.

C. PROCEDURES

The Exemplary Project in Career Education is coordinated through the Region V Educational Services Center in Lancaster, South Carolina. The Center was established in 1966 with a Title III, P. L. 89-10 Grant for supplementary services to public school districts in six counties of the Fifth Congressional District of South Carolina. A governing board of fifteen members was appointed. This group, known as the Advisory Control Board, was composed of the superintendents of the participating districts and their designated representatives. A basic staff of five persons was employed and a plan of operation devised. The Center's programs and activities concentrated on three major areas: in-service education; training of specialists; and curriculum development including field testing and demonstration activities. During the first three years of operation, programs and activities were developed and conducted in all of the curricular areas. At the conclusion of the three year Title III Grant, the superintendents voted to continue operation of the Center by a per pupil contribution from each district. The basic staff of the Center is currently augmented with staff members who are conducting specialized projects and activities. One of these staff members, H. Dale Holden, has served as the full-time regional coordinator of the Exemplary Project in Career Education for the past two years. A part-time project director is also employed through the Region V Center. The three district coordinators (one for each county currently in the project), the regional coordinator and the director form the nucleus of project staff. The activities in each district depend heavily on the support of the central administration, the principals, and the teachers. These are the people who have extended themselves to prove that the concept of career education is viable in three vastly different areas of South Carolina.

The project is currently operational in Chesterfield, Fairfield, and Kershaw Counties. In each of these counties the project activities are concentrated in one feeder system of schools, except for Kershaw County where it is split between two feeder systems. For the most part, the feeder systems include three elementary, one junior high, and one senior high school. The district project coordinator in each county, as stated previously, assumes the major responsibility for the implementation of the concept in each county. At present, the district coordinator is assisted by a full-time implementation person (to assist teachers in gathering materials and arranging field trips) and a part-time secretary.

Because the school districts, as well as their specific procedures for implementing a career education program, differ greatly, the project has evolved into three distinct models based on a common set of goals and objectives. The exemplary project, therefore, provides the framework for the comprehensive K-12 career education program in each district. Supplementary funds and resources that go beyond what could be attained through the project are being utilized in an attempt to infuse rather than add the concept of career education to each district's instructional program.

In general, the procedures followed in implementing the project have changed, but the project has remained stable during the past three years. Many of the initial difficulties encountered with setting up the project in four counties (Chesterfield, Fairfield, Kershaw, and Lancaster) have been overcome. Career education is not only taking root in the total educational system, but also in the community. It is not perceived as a short-lived project for a select few, but as a vehicle for relevancy that can be of benefit to all. These facts continue to be borne out by the increased interest and publicity that career education is receiving throughout the Region V area, the state, and the nation.

D. RESULTS AND ACCOMPLISHMENTS

The accomplishments of the Exemplary Project in Career Education can best be analyzed through the development of the career education program in each of the project districts. During the first year of the project (1970-71), each of the school districts implemented two out of the five components. During the second year of the project (1971-72), each of the districts, with the exception of Lancaster, implemented all five components. The implementation process was accompanied by extensive in-service training for teachers, administrators, and members of the community. This training included specific workshops, orientation conferences, and visitations. Much emphasis was placed on the development of a "total" career education program rather than isolated components. Several of the schools, in each of the county feeder systems, have broadened the focus of the project from a pilot activity involving a few classes per grade level to one that includes all students in the school. As a result of the expanded nature of the career education programs in these districts, the project gained momentum, the teachers and administrators became more enthusiastic, and above all, the students became more involved. Now that exemplary monies are being phased out, two of the project districts as well as one other are moving into extensive in-service programs for teachers and administrators in an effort to further implement the concept.

The career education programs in both Chesterfield and Kershaw Counties were included among the top forty-one comprehensive programs identified by the National Center for Occupational Education at North Carolina State University during 1972. As a result of this selection, both counties have received a record number of requests for visitations and information.

E. EVALUATION

The evaluation of the Exemplary Project in Career Education is a continuous process. Both the product and process of the project are extensively explored by the third-party evaluation and by yearly on-site process teams. The third-party evaluation is the contracted responsibility of the National Center for Occupational Education at N. C. State University. APPENDIX A of this report contains the third-party evaluation report as well as an analysis of the results of process evaluations that have been conducted during each of the three project years. Project staff members have also utilized such techniques as teacher and student profiles in an effort to learn more about the feelings of those who are involved with or are directing project activities.

F. CONCLUSIONS AND RECOMMENDATIONS

Each of the participating school districts has indicated a willingness to expand and refine its career education program in the years to come. Although certain aspects of the project have proven to be more successful than others within a given district, one cannot overlook the positive changes that the impact of the project has precipitated. Because the project is being implemented in three districts rather than one, its continuance, based on cost, should present less problems than if all of the funds were concentrated in one area. Specific recommendations in relation to the total project, as well as the specific components, are presented in Section VII of this report and in "The Future of the Exemplary Project in Career Education" section of APPENDIX A.

II. EXEMPLARY PROJECT IN CAREER EDUCATION PROBLEM AREA

Although the schools in South Carolina have experienced an almost phenomenal growth and improvement in their educational programs during the past few years, much still needs to be accomplished. Little attention has been given to the development of comprehensive career education programs. As a result, four school districts met in 1969 to discuss their needs in this area. Through the involvement of students, teachers, administrators, industrial leaders, and other community agencies, these districts developed plans for a career education program which they felt fully met the needs of their students. Lack of funds from a single source dictated that various portions of the plan be implemented with funds from different sources. Three of the four original districts have proceeded with the development and implementation of this K-12 career education program. These districts are: Chesterfield, Fairfield, and Kershaw. Lancaster County (which participated fully during 1970-71), was involved with one component during 1971-72, and dropped completely out of the project for 1972-73.

The original intent of the project, which was called "Demonstration Programs of Vocational Education in South Carolina Region V," for its first year of operation was to develop a program which would:

1. Provide for the vocational orientation of students below the high school level;
2. Relate job opportunities and work experience to the total school program;
3. Provide for the handicapped (mentally or physically);
4. Provide for intensive training of students completing high school who have failed to enroll for job training during their high school years;
5. Provide for intensive guidance; placement and follow-up to effectively assist students in satisfactory job location (proposal, p. 1).

The project was based on identified problem areas within each of the four participating counties. These problem areas were, and to some extent still are:

1. The need to reduce high drop-out rate;
2. The need for student achievement motivation;
3. The need for relevant curricular offerings;
4. The need for motivating students to enter training programs; and
5. The need for placement and follow-up programs to evaluate effectiveness of skill training programs and to coordinate efforts of employment and manpower agencies serving the same clientele (proposal, p. 2).

However, since the original proposal was drafted, both the name and the focus of the project have been redirected. The project's official title since the fall of 1971 has been the "Exemplary Project in Career Education in South Carolina Region V." This change was made in order to more accurately reflect the expanded scope of the project in each of the counties. As stated previously, the Exemplary Project, through its updated goals, objectives, and procedures (Section III) provides the framework for the comprehensive career education program that has since developed in Chesterfield, Fairfield, and Kershaw Counties.

In the development of the original project, all of the research information available through the appropriate ERIC Clearinghouses was received and the major strengths and the successful aspects of the programs and projects reported were incorporated into the plans for the proposal. The basis for each of the five components at the time the proposal was written was: (1) Elementary Career Orientation—the model established at Wayne State University and the Detroit, Michigan, City Schools **Developmental Career Guidance in Action;** (2) Work Experience—drawn from established principles of successful work experience programs reported in ERIC; (3) Vocational Interdisciplinary Program—based on the Richmond Plan of interdisciplinary education conducted in San Francisco; (4) Intensive Training—not based specifically on a project, but on the strengths found in the overall research concerning operational intensive training programs; (5) Placement and Follow-up —based on features of programs such as the **Work Experience and Employment Placement Program** of the Los Angeles County Schools and **The Proposed System for Reporting Job Placement Follow-Through Data** of the California State Department of Education (proposal, p. 4-5).

III. GOALS, OBJECTIVES, AND PROCEDURES

The overall purpose of the project is to stimulate the development in South Carolina School Districts of specific activities and programs in career education which are designed to assist students in clarifying self-identity, developing good attitudes, and expanding career knowledge and job skills leading to appropriate job placement and/or continuing education.

These programs are based on the priorities that were recommended for an exemplary occupational education program in light of the 1968 amendments:

1. Provisions for broad occupational orientation at the elementary and secondary school levels so as to increase student awareness of the range of options open to them in the world of work.
2. Provisions for work experience, cooperative education, and similar programs, making possible a wide variety of offerings in many occupational areas.
3. Provisions for students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time when they leave the school (some of these training programs might be very intensive and of short duration).
4. Provision for intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling. (Placement might be in a job or in post-secondary occupational training. Placement should be accomplished in cooperation with appropriate employment services, manpower agencies, etc.)
5. Provisions for the grantee or contractor to carry the program on with support from regular funding sources after the termination of the Federal assistance under Part D of P. L. 90-576 (Federal assistance under Part D cannot exceed three years).

A. ELEMENTARY CAREER ORIENTATION

Product Goal

To develop an elementary career orientation program whereby elementary school children will learn about job-family occupational opportunities through developmental orientation activities.

Product Objectives

1. Students in the career orientation program will be able to list more "good" work habits than will a comparable group of students not in the career education program.
2. Students in the career orientation program will be able to list more occupations than will a comparable group of students not in the career education program.
3. Students in the career orientation program will be able to list more of their families' occupations than will a comparable group of students not in the career education program.
4. Fourth, fifth, sixth, seventh and eighth grade students in the career orientation program will have a greater knowledge of occupations and occupational environments than will other students in the fourth, fifth, sixth, seventh, and eighth grades.
5. Teachers in the career orientation program will have a more positive attitude toward career education than will those teachers not in the career education program.

In order to implement activities of this component the procedures enumerated below will be followed by project participants:

A. COORDINATORS:

1. Coordinators will, in conjunction with building principals, select at least one teacher per grade level in each feeder elementary school to participate. Organizational structure of a limited number of elementary schools will dictate minor variations of teacher-grade level ratio.
2. Coordinators will, in conjunction with participating teachers and building principals, establish a developmental taxonomy of occupational clusters to insure that 15 major clusters are included in the program K-6 (7-8).
3. Coordinators will develop in-service activities for teachers, principals and other personnel to include workshops for lesson-unit development, teacher-orientation, teacher exchange sessions, inter- and intra-classroom visitations and other similar activities deemed necessary for the successful operation of the project.
4. Coordinators will select a person who will work part-time in assisting teachers in the implementation of career units within the classroom. Procurement of materials and supplies and assistance with tool manipulation will be the main emphasis of the efforts of this person.
5. Coordinators will develop a system of supervisory visitations to participating classes to provide supportive assistance, consultation, and general continuous contact with the on-going program.
6. Coordinators will develop a process for providing pertinent information on project activities to parents of participating children.

B TEACHERS

1. Teachers will, in workshop sessions, develop a minimum of two instructional units of career orientation which will be utilized in their classrooms during the 1972-73 school year. These units will correlate academic areas to the basic career units being studied and will be utilized in a total "activity integrated teaching" arrangement. Units will include:
   a. involvement activities
   b. community resources
   c. field trips

C. STUDENTS

1. Students will participate in the activity type units developed by teachers as a part of the regular instructional program. Teachers will attempt to utilize the activity as a vehicle for teaching basic academic skills and their practical application in the area of careers. Students will meet specific objectives stated in each of the units. These objectives will include:
   a. demonstrating a knowledge of good work habits as associated with specific units.
   b. demonstrating a knowledge of related occupations.
   c. demonstrating a knowledge and understanding of their immediate families' occupations and careers.
   d. demonstration of a knowledge of job entry requirements for occupations being studied as a part of the career cluster.

B. WORK EXPERIENCE

Product Goals

1. To establish a work experience activity which will assist a select number of both vocational and non-vocational economically **disadvantaged** students in entering gainful employment as a means of insuring training as well as providing financial resources in order that they are able to remain in school.
2. To establish a work experience activity which will assist interested **non-disadvantaged** vocational students in entering gainful employment related to their area of training.

Product Objectives

1. To increase by 10% the number of students involved in work experience programs.
2. The dropout rate of students in the work experience program will be lower than the dropout rate of students not in the work experience program.
3. Students in the work experience program will have a greater knowledge of occupations and occupational environments than will those students not in the work experience program.
4. To increase student awareness of self-attributes, aptitudes, and interests.

In order to meet the objectives of this component the following procedures will be followed:

A. **COORDINATORS:**

1. Coordinators will identify students to participate by the following methods:
   a. Counselors and coordinators will mutually select a number of **disadvantaged** (vocational and non-vocational) students who will participate. (Kershaw County, Camden area; Chesterfield County, Chesterfield area; and Fairfield County, Winnsboro area.)

   b. Coordinators will orient **non-disadvantaged** students enrolled in the skill training areas of the possibilities for part-time employment. Students needing or wishing part-time employment will be referred to the coordinator by the skill training instructor.
2. Coordinators will contact each available community agency relative to the establishment of part-time job opportunities for participating students. A joint meeting of the heads of these agencies will be held to assist in coordination of effort.
3. Coordinators will contact leaders of business and industrial concerns, Chamber of Commerce directors, and independent business operators to explain the program and solicit support in providing part-time job opportunities for participating students.
4. Coordinators will conduct group and individual counseling sessions related to work habits, interests, aptitudes, and career planning.
5. Coordinators will administer interest and/or aptitude instruments to participating students.
6. Coordinators will schedule job interviews for participating students with prospective employers.
7. Coordinators will coordinate on-site visitations.

B. **COUNSELORS:**

Counselors will assist in the selection of a number of disadvantaged students to participate in the coordinated work experience activity. The student group will consist of a number enrolled in skill training programs and a number not enrolled in specific skill training programs. Criterion for selection will be family size and income.

C. **STUDENTS:**

1. Students selected and recommended will complete an interest and/or aptitude survey administered by the coordinator.
2. Students will participate in group and individual counseling sessions related to the work experience activity.
3. Students will participate in community agency work experiences or in experiences in private business concerns to include job applications, interview and assumption of employment.
4. Students will keep coordinators informed of job status over a continuing period.

C. INTERDISCIPLINARY PROGRAM

Product Goal

To increase motivation and achievement of ninth-twelfth grade students by the provision of interdisciplinary programs correlating language arts, math, and science with a career education lab or a vocational area.

Product Objectives

1. The absentee rate of students in the interdisciplinary program will be significantly lower than the absentee rate of a comparable group of students not in the program.
2. The dropout rate of students in the interdisciplinary program will be significantly lower than the dropout rate of a comparable group of students not in the program.
3. The attitude toward education of students in the interdisciplinary program will be significantly more positive than are those attitudes toward school held by a comparable group of students not in the program.
4. The attitudes of students in the interdisciplinary program toward others and themselves will be significantly more positive than the attitudes toward themselves of a group of comparable students not in the program.
5. The students and teachers in the interdisciplinary program will have more positive attitudes toward career education than will those of a comparable group of students and teachers not in the program.
6. The students in the interdisciplinary program will show greater achievement in language arts, mathematics, and science than a comparable group of students not in the program.
7. The students and teachers in the interdisciplinary program will have greater satisfaction with curricular offerings than a comparable group of students and teachers not in the program.
8. The students in the interdisciplinary program will have a greater interest in post-

secondary education and training than a comparable group of students not in the program.

In order to meet the objectives of this component the following procedures will be followed:

A. **COORDINATORS:**

1. Coordinators will, in cooperation with the building principal, determine the vocational skill teacher and academic teachers who will participate.
2. Coordinators, along with counselors, will select students to participate based on I.Q. scores (average or higher), achievement test scores (behind grade level), counselor and teacher recommendations and interest.
3. Coordinators will develop in-service activities for teachers, principals and other personnel to include a program development workshop, teacher orientation and teacher exchange sessions, intra- and inter-classroom visitations, and other similar activities deemed necessary for the successful operation of the project.
4. Coordinators will be responsible for purchasing supplies and materials requested by interdisciplinary teams.

B. **TEACHERS:**

1. Teachers will study lists of selected students to assess needs, interests, anl individual abilities.
2. Teachers will, through an interdisciplinary team approach, develop a coordinated program which interrelates language arts, mathematics, and science with a career education lab or vocational area. The program will be student "success" oriented and will, hopefully, provide comprehensive instruction related to individual deficits.
3. Teachers will implement the planned program during the academic year noting in a log the teaching approach utilized and student responses. Teachers will also meet as a team to coordinate daily instruction.
4. Teachers will revise and rewrite curricular plans to coincide with actual classroom procedures followed.

C. **STUDENTS:**

1. Students selected will enroll in language arts, mathematics, science, and the career education lab or vocational area classes as a group, with the exception of social studies and individual electives.
2. Students will meet each subject area for the required amount of time as set forth by the minimum standards of the South Carolina Department of Education.
3. Students will participate in pre-planned field trips, career orientation activities and joint classes utilizing resource persons.

D. INTENSIVE TRAINING

Product Goal

To train graduating seniors in job entry skills by the provision of opportunities for intensive training designed to meet critical job market needs in the specific geographic area, student needs, and student abilities.

Product Objectives

To decrease the number of non-post-secondary education bound high school seniors, who do not have saleable skills, by 50% prior to graduation from high school.

In order to meet the objective of this component, the following procedures will be followed by the project participants:

A. **COORDINATORS:**

1. Coordinators will, in conjunction with the guidance personnel, construct a survey instrument which is designed to collect information such as future plans, present educational status, interests, and qualifications.
2. Coordinators will, in conjunction with the guidance personnel, identify those students who are interested in and could benefit from intensive training.
3. Coordinators will, in conjunction with guidance personnel, arrange for the administration and scoring of the General Aptitude Test Battery or other appropriate instruments.
4. Coordinators will, based on the information obtained from the survey instrument, determine clusters of specific intensive training needs.
5. Coordinators will make contact with the local industrial, business, and education leaders to outline the scope of the intensive training program and to determine their immediate manpower needs which could be resolved by an intensive training program.
6. Coordinators will arrange for counseling sessions which will be designed to acquaint students with training opportunities and their individual aptitudes and interests as determined by instruments previously administered.
7. Coordinators will determine which applicable programs are already in existence, and which new programs need to be established in order to meet the needs of the students and the job market. Needed programs not in existence will be established.
8. Coordinators will contact the local industrial advisory committee to provide guidance for the conduct of the intensive training program.

B. **COUNSELORS:**

1. Counselors will assist in the conduct of the survey to determine needs of students for intensive training.
2. Counselors will assist in administering aptitude instruments to identified students.
3. Counselors will assist in interpreting results of instruments administered and counseling students as to the proposed training activities.

C. **STUDENTS**

1. Students will participate in group and individual counseling sessions in which they are acquainted with training opportunities and their individual aptitudes and interests as determined by the instruments previously administered.
2. Students will enroll in specific intensive training classes of their choice.

E. PLACEMENT AND FOLLOW-UP

Product Goal

To assess the extent to which the total educational effort is meeting the needs of students by the provision of intensive guidance, placement of 100% of the high school graduates in further training or employment, and follow-up activities designed to assess the extent to which the education and training provided is meeting needs of students.

Product Objectives:

1. To increase to 100% the number of students who participate in guidance sessions concerning further training, education, or immediate employment.
2. To increase to 100% the number of students who specify future plans in terms of:
    1. Four-year college
    2. Community College or Technical Training
    3. Military Service
    4. Domestic Home Life
    5. Immediate Job Placement
3. To assess the extent to which graduates experience job satisfaction, have job stability and perceive the relationship of education and training to the school system.

In order to meet the objectives of this component, the following procedures will be followed by project participants.

A. **DISTRICT COORDINATORS:**

1. Coordinators will, in conjunction with the guidance personnel, construct a survey instrument which is designed to collect information such as future plans, present educational status, interests, and qualifications.
2. Coordinators will construct follow-up instruments designed to assess graduates' job satisfaction, job stability, relationship of education and training to career choice and other types of pertinent information.
3. Coordinators will establish contact with local industry, business, and State Employment Service to develop job possibilities for graduating students.
4. Coordinators, in conjunction with members of the guidance staff, will counsel students who are (1) intensive training participants, (2) work experience participants, and (3) unskilled students needing employment—concerning opportunities and avenues available to them. Students participating in skill training programs and students enrolling in post-secondary training and education programs will be counseled by the guidance personnel at their designated school locations.
5. Coordinators, along with counselors, will analyze follow-up data and prepare a report for use by other staff in planning and changing curricular offerings and related teaching approaches in the school district.

B. **COUNSELORS:**

1. Guidance counselors will assist district coordinators in the conduct of group guidance sessions designed to orient students to the placement and follow-up activities.
2. Counselors will assist in identifying previous years graduates and the location of addresses for use in sending out follow-up instruments.

3. Counselors will conduct guidance activities, group and individual, for students planning to attend post-secondary training and education.

4. Counselors will assist coordinators in individual and group job opportunity counseling activities for Work Experience students, Intensive Training students, and unskilled students.

C. **STUDENTS:**

1. Students will participate in group sessions in which the philosophy, rationale and activities of the program are explained and discussed.

2. Students will complete the career interest survey forms developed by the coordinator.

3. Graduates will complete follow-up forms and return them by mail to the school counseling office.

IV. DESCRIPTION OF THE PROJECT

The previously proven field testing-demonstration concept is utilized for the Exemplary Project in Career Education. The project is composed of five distinct, yet interlocking, components. These components are: Elementary Career Orientation; Work Experience; Interdisciplinary Program; Intensive Training; and Placement & Follow-Up. While each of these components represents concepts which have been previously tested and evaluated, the ideas are generally foreign to South Carolina. Thus, to insure their acceptance, they are being implemented through the total involvement of staff, faculty, and students. During the first year of the project's operation (1970-71), the vocational interdisciplinary component (VIP) was developed and implemented in each of the four districts. Each district also developed one of the other components during this same period of time. The arrangement of components in the districts during the first year was:

Chesterfield—Chesterfield Area, VIP and Intensive Training

Fairfield—Winnsboro Area, VIP and Elementary Career Orientation

Kershaw—Camden Area, VIP and Work Experience

Lancaster—Lancaster City, VIP and Placement & Follow-up

The basis for this arrangement was the hope that concentrated developmental work could be done more effectively with two components in each district than with five. Since the VIP component relies heavily on a team effort it was felt that the students and the teachers, as well as the component, would benefit from an "across the board" implementation plan. The additional component in each district was chosen on the basis of need and interest. The information and experiences gained from the development of specialized components in the individual districts were utilized by the other districts for the second and third years of operation. A schematic diagram of the arrangement of components for all three years is shown in TABLE 1. At present, the general characteristics and the student populations of each district are:

—Chesterfield, primarily rural, student population 9,018;

—Fairfield, rural, predominately black (70%), student population 5,464;

—Kershaw, suburban, student population 9,589.

TABLE 1

EXEMPLARY PROJECT IN CAREER EDUCATION
ARRANGEMENT OF COMPONENTS
1971 – 73

COUNTIES	COMPONENTS														
	ELEM.			W. E.			I. P.			I. T.			P. + F.		
CHESTERFIELD		■	■		■	■	■	■	■	■	■	■		■	■
FAIRFIELD	■	■	■		■	■	■	■	■		■	■		■	■
KERSHAW		■	■	■	■	■	■	■	■		■	■		■	■
LANCASTER							■	■					■		
YEARS 1971 – 1973	71	72	73	71	72	73	71	72	73	71	72	73	71	72	73

ELEM. = ELEMENTARY CAREER ORIENTATION

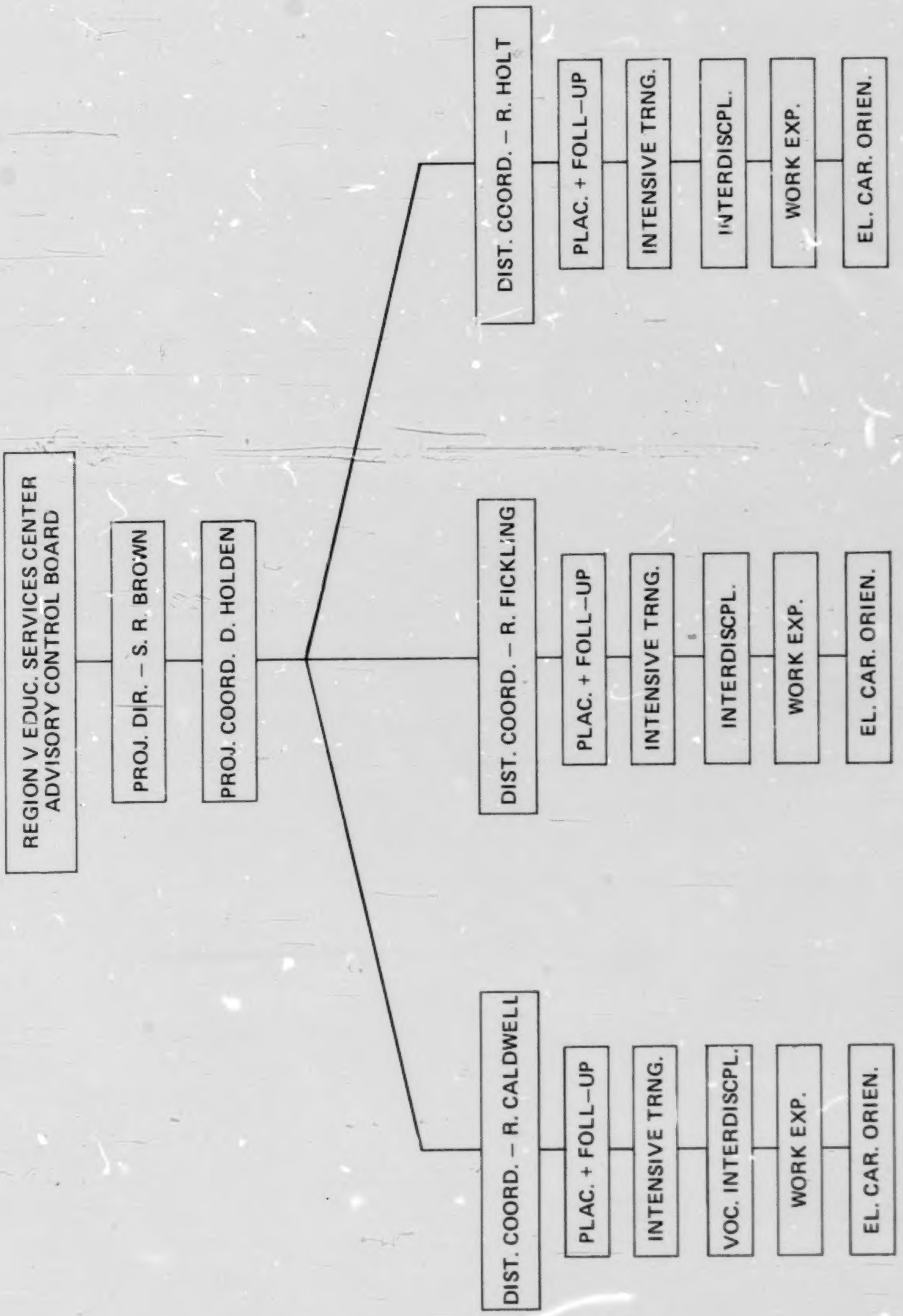
W. E. = WORK EXPERIENCE

I. P. = INTERDISCIPLINARY PROGRAM (VIP for '71 & '72)

I. T. = INTENSIVE TRAINING

P. & F. = PLACEMENT AND FOLLOW–UP

TABLE 2


REGION V EDUC. SERVICES CENTER ADVISORY CONTROL BOARD
PROJ. DIR. – S. R. BROWN
PROJ. COORD. D. HOLDEN
DIST. COORD. – R. CALDWELL
PLAC. + FOLL–UP
INTENSIVE TRNG.
VOC. INTERDISCPL.
WORK EXP.
EL. CAR. ORIEN.
DIST. COORD. – R. FICKLING
PLAC. + FOLL–UP
INTENSIVE TRNG.
INTERDISCPL.
WORK EXP.
EL. CAR. ORIEN.
DIST. COORD. – R. HOLT
PLAC. + FOLL–UP
INTENSIVE TRNG.
INTERDISCPL.
WORK EXP.
EL. CAR. ORIEN.

A more specific description of the student population and the characteristics of each county can be found in the "LOCALE" section of APPENDIX A.

As previously stated, during the second year of operation each of the four districts planned to implement all five components in its district. However, due to operational difficulties, Lancaster City chose only to continue with the VIP component. Chesterfield, Fairfield, and Kershaw proceeded with the original five component plan. In order to facilitate the operation of the components in the four counties, each had a district project coordinator, who was paid from project funds and housed in the district administrative offices. As the district coordinators' reports which follow indicate, this arrangement did not emerge until well into the second year of the project. Before that time the project and its staff were considered a part of each district's vocational education program. The basic responsibilities of each district coordinator, in relation to the project components, are outlined in Section III. Each district coordinator is assisted by a half-time secretary and a full-time elementary career implementation person. A personnel flow chart (TABLE 2) shows the component-staff relationship in Chesterfield, Fairfield, and Kershaw Counties. An Executive Committee, not shown on the chart, serves as the advisory and decision-making body for the project. During each of the project years the committee met on the average of once every two months. The committee was composed of two representatives from each of the three counties. Membership for 1972-73 is indicated in TABLE 3. Each district also had an implementation team that was made up of selected project staff and administrators. This team dealt with problems within the project on a district level and made recommendations to the Executive Committee for further discussion and/or action. Because of the need to coordinate activities and events throughout the three project counties, a twice-monthly coordinators' meeting was held at the Region V Educational Services Center. On several occasions, the counselors and the contact persons from each district were brought together to discuss the implementation of the various project components. Overall, these meetings helped to facilitate the communication process between districts.

During each year, numerous workshops and conferences have been held for teachers, administrators, and project managers. Workshops conducted during the summers of 1971 and 1972 were specifically designed for the Elementary Career Orientation teachers and the Interdisciplinary Program teachers. The elementary workshops varied in length from three days to two weeks and were conducted by the district project coordinators in each county and outside consultants. In several instances consultive assistance from within the districts was utilized to assist the teachers with a specific phase of their training. The interdisciplinary teachers participated in a four week workshop conducted by Dr. George Champion and Dr. Robert Craig from San Francisco State College during the summers of 1970 and 1971. These workshops resulted in the development of a curricular guide for the program as well as six certified graduate credits for the teachers. Since many teachers felt these classroom experiences were less than adequate, the workshop for 1972 was conducted solely by the project staff and the interdisciplinary teachers. During each of the three years of the project, workshops were designed to acquaint and update the teachers' general philosophy of career education and to give them the opportunity to find out what was happening in each of the other project districts. Special focus sessions for smaller groups were also held periodically to help teachers plan units and brainstorm ideas.

TABLE 3

EXECUTIVE COMMITTEE MEMBERSHIP EXEMPLARY PROJECT IN CAREER EDUCATION 1972-73

FAIRFIELD COUNTY	
Mr. Arthur Goff, Chairman	Superintendent
Mr. Larry Hoyle, Contact Person	Director of Instruction
CHESTERFIELD COUNTY	
Mr. Bill Matthews, Contact Person	Director of Sec. & Voc. Ed.
Mr. Don Parker	Principal—Chesterfield H. S.
KERSHAW COUNTY	
Mrs. Irene Gettys, Contact Person	Director of Instruction
Dr. Sid Gosnell	Principal—Camden Primary
REGION V	
Mr. Stuart Brown	Project Director
Mr. Dale Holden, Executive Secretary	Project Coordinator

ELEMENTARY CAREER ORIENTATION

The success of any educationally oriented program requires sound implementation by knowledgeable teachers and administrators. What is often misconstrued as non-support of a concept like career education is, in reality, nothing more than a lack of understanding. In the final analysis, the "what" as well as the "how" of career education must be emphasized. A number of alternatives have been tried in an effort to integrate career education into the K-12 curriculum of the three districts. The overall success of the project is due, in part, to the fact that a workable method of implementation was discovered. In fact, much of the in-service training for teachers and administrators, as stated previously, has focused on implementation. Although the method used may not be unique, it has taken career education out of the realm of being an "add-on" activity. In essence, all education is career education. Units of instruction are developed which unite the teaching of an educational concept with relevant student-oriented experiences. The medium for meeting these objectives is a career education unit which not only focuses on "careers", but also on "self", "economics", "society", and "technology." In most cases the teacher develops a mini-unit for each of the five areas mentioned above, and as a result the teaching of the educational concept is greatly enhanced. During the course of the school year, the teacher produces a comprehensive career education unit for each of the concepts that he or she covers. These larger units are then broken down into mini-units which, although focusing on a particular area (careers, technology, self, etc.), are still tied directly to an educational concept. The accompanying diagram (TABLE 4) may help to further clarify this relationship. The important thing to remember is that the career education concept, as implemented through the various units, is always the "central" thread of the subject matter. The teachers have the full responsibility for the development of the coordinated units and mini-units. Using a very concise one-page format (TABLE 5), the mini-units take approximately fifteen minutes to write.

TABLE 4

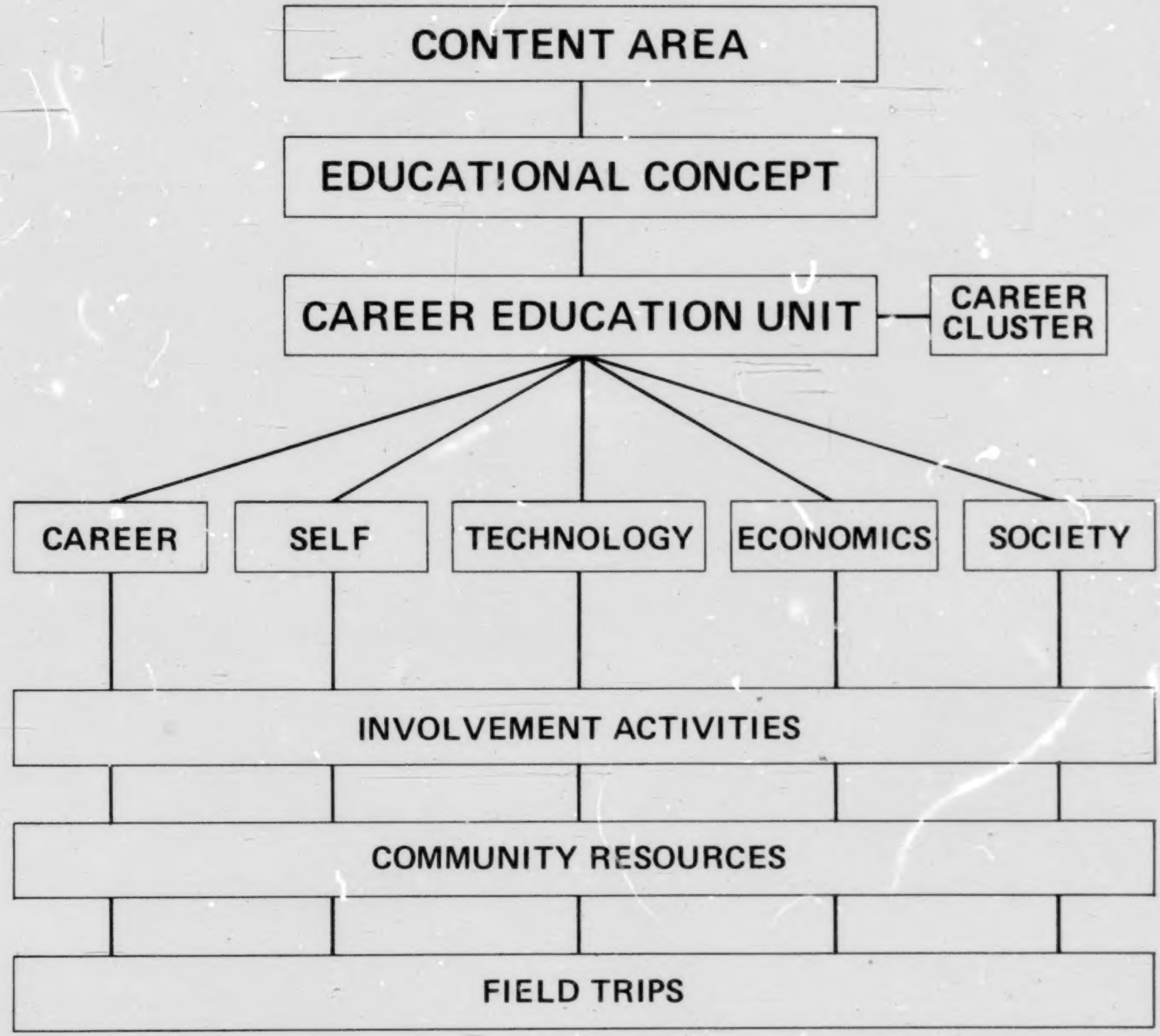

CONTENT AREA
EDUCATIONAL CONCEPT
CAREER EDUCATION UNIT
CAREER CLUSTER
CAREER
SELF
TECHNOLOGY
ECONOMICS
SOCIETY
INVOLVEMENT ACTIVITIES
COMMUNITY RESOURCES
FIELD TRIPS

TABLE 5

OUTLINE OF CAREER EDUCATION UNIT

1. What educational concept are you teaching?______________________________

2. Where is that concept used in society?______________________________

(ACTIVITIES)	(OBJECTIVES)
3. a. How are you going to relate your concept to careers?	List what you want the student to know:
b. How are you going to relate your concept to self? (good work havits)	List what you want the student to know:
c. How are you going to relate your concept to technology? (working conditions)	List what you want the student to know:
d. How are you going to relate your concept to society?	List what you want the student to know:
e. How are you going to relate your concept to economics?	List what you want the student to know:

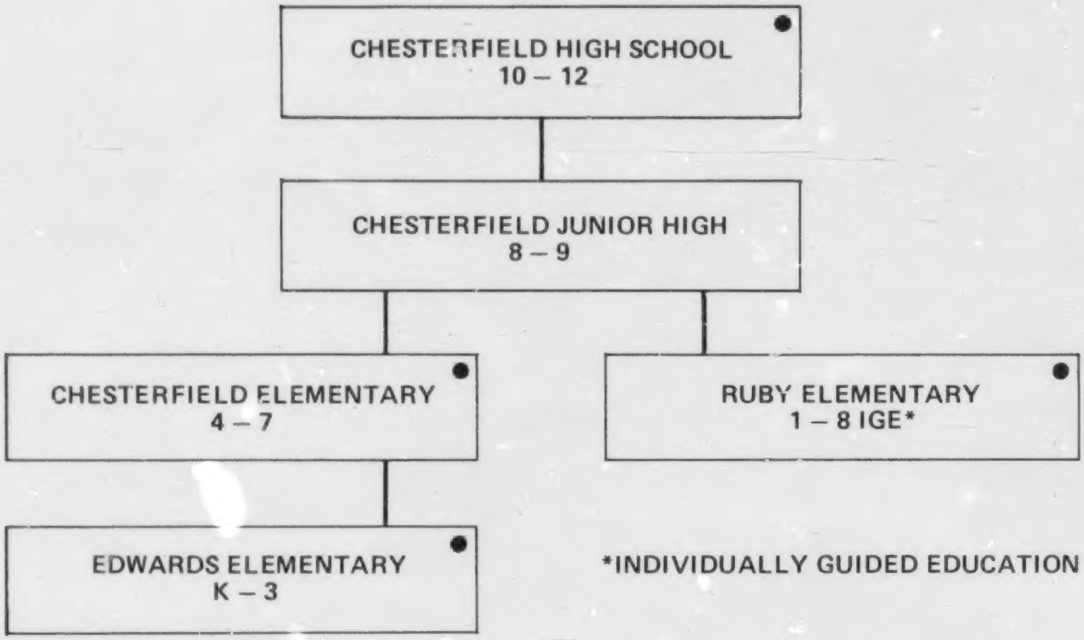
4. Materials needed:
5. EVALUATION: What are your feelings about the strengths and weaknesses of this unit?

As can be seen in the diagram (TABLE 4), involvement activities (role-playing, drawing, building, etc.), community resources, and field trips are important parts of each unit. It is through these three types of activities that each unit, mini-unit, and educational concept becomes relevant and exciting for the student. What has been previously described, with modifications for various student interests and abilities, can and should take place at every educational level. In the Exemplary Project, both the Elementary Career Orientation and the Interdisciplinary components depend heavily on this method of implementation. In an effort to broaden the students' competencies related to awareness, exploration, and preparation, each career education unit is also tied to one of the fifteen career clusters. The teachers are encouraged to prepare units in a variety of clusters so that the students can gain a broad perspective of themselves as well as a multitude of career opportunities. A flexible taxonomy of clusters has been developed for each of the three project districts rather than specifying that a certain cluster will take place at a particular grade level. Several of the units developed for both the elementary and the interdisciplinary phases of the program are contained in APPENDIX B.

The number of project participants has increased steadily from 1970 to 1973. Although the original project plan (proposal, p. 20) suggested the utilization of one teacher per grade level for the Elementary Career Orientation component, this has been adjusted upward. In fact, as APPENDIX C—PROJECT PERSONNEL indicates, several schools have total faculty participation. A clearly defined feeder system of schools is an extremely important ingredient of a successful career education program. As can be seen in TABLES 6, 7, and 8 each of the three project districts except Kershaw County has maintained a relatively comprehensive system of participating schools. The dots in the upper right hand corner of each feeder-system school signifies that one or more of the project components is operational in that building. Specific teacher and student enrollments for each school and each county are contained in APPENDIX D. Please note that both student and staff enrollments have increased markedly during the past two years. Data for 1970-71 is not shown because of the pilot nature of the project components at that time. However, specific information on these activities is contained in each of the county's descriptive analysis that follows. Rather than treat and compare specific components, each district project coordinator has chosen to develop a three-year overview of the project activities in his particular county.

TABLE 6

EXEMPLARY PROJECT IN CAREER EDUCATION
CHESTERFIELD COUNTY
CHESTERFIELD FEEDER SYSTEM


CHESTERFIELD HIGH SCHOOL
10 – 12
CHESTERFIELD JUNIOR HIGH
8 – 9
CHESTERFIELD ELEMENTARY
4 – 7
RUBY ELEMENTARY
1 – 8 IGE*
EDWARDS ELEMENTARY
K – 3

*INDIVIDUALLY GUIDED EDUCATION

TABLE 7

EXEMPLARY PROJECT IN CAREER EDUCATION
FAIRFIELD COUNTY
WINNSBORO FEEDER SYSTEM

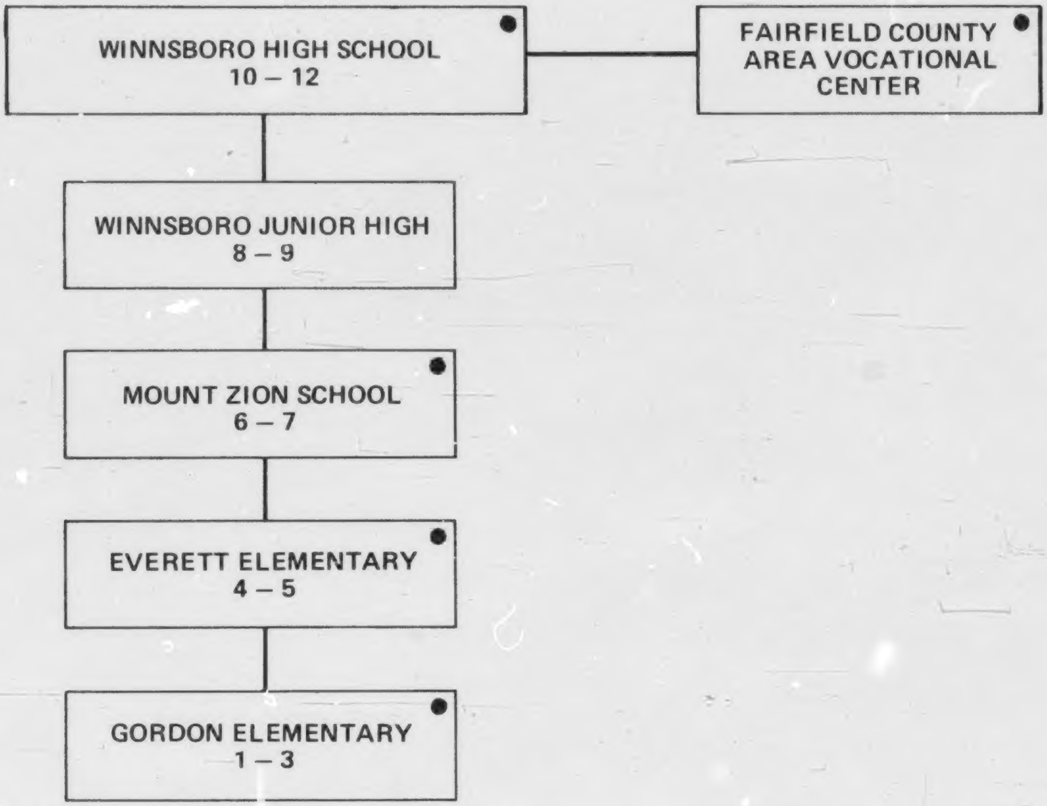
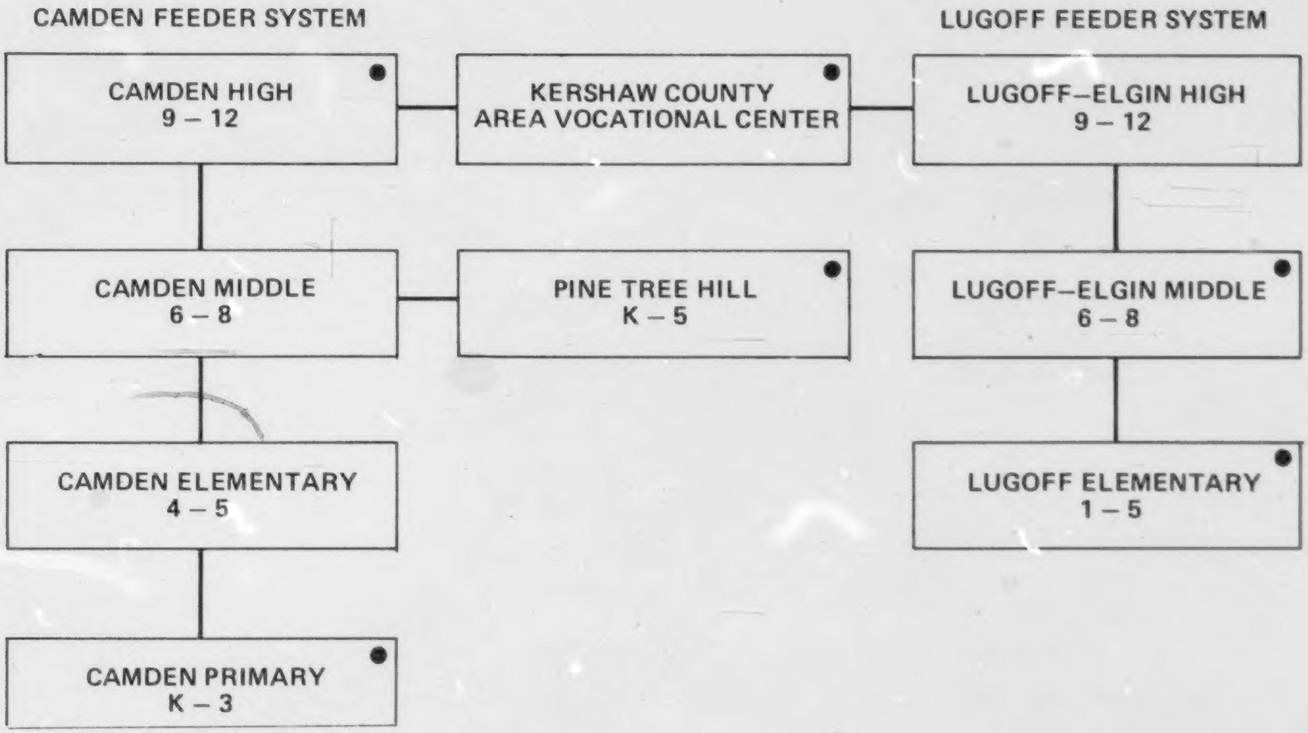

WINNSBORO HIGH SCHOOL
10 – 12
FAIRFIELD COUNTY AREA VOCATIONAL CENTER
WINNSBORO JUNIOR HIGH
8 – 9
MOUNT ZION SCHOOL
6 – 7
EVERETT ELEMENTARY
4 – 5
GORDON ELEMENTARY
1 – 3

TABLE 8

EXEMPLARY PROJECT IN CAREER EDUCATION
KERSHAW COUNTY


CAMDEN FEEDER SYSTEM
LUGOFF FEEDER SYSTEM
CAMDEN HIGH 9 – 12 ●
KERSHAW COUNTY AREA VOCATIONAL CENTER ●
LUGOFF–ELGIN HIGH 9 – 12
CAMDEN MIDDLE 6 – 8
PINE TREE HILL K – 5 ●
LUGOFF–ELGIN MIDDLE 6 – 8 ●
CAMDEN ELEMENTARY 4 – 5
LUGOFF ELEMENTARY 1 – 5 ●
CAMDEN PRIMARY K – 3 ●

INTERDISCIPLINARY PROGRAM

Beyond grade eight the project is not as comprehensive, in that it tends to involve only selected groups of students. One of the four components at the secondary level is the interdisciplinary program. This program, although initiated in the four original project counties (Chesterfield, Fairfield, Kershaw, and Lancaster), has undergone numerous changes during the past three years. The program was designed for able, yet underachieving, students in grades 10-12 and focused on integrating English, mathematics, and science with a vocational area. Originally, electricity, electronics and machine technology were the three areas represented. At present only Chesterfield County has maintained the tie-up with the vocational area while the other counties (Fairfield and Kershaw) utilize a career exploration laboratory to provide additional experiences for the participants. The latter approach in Fairfield and Kershaw Counties and the former approach in Chesterfield have proved to be partially successful in terms of the positive changes in students' attitude and achievement.

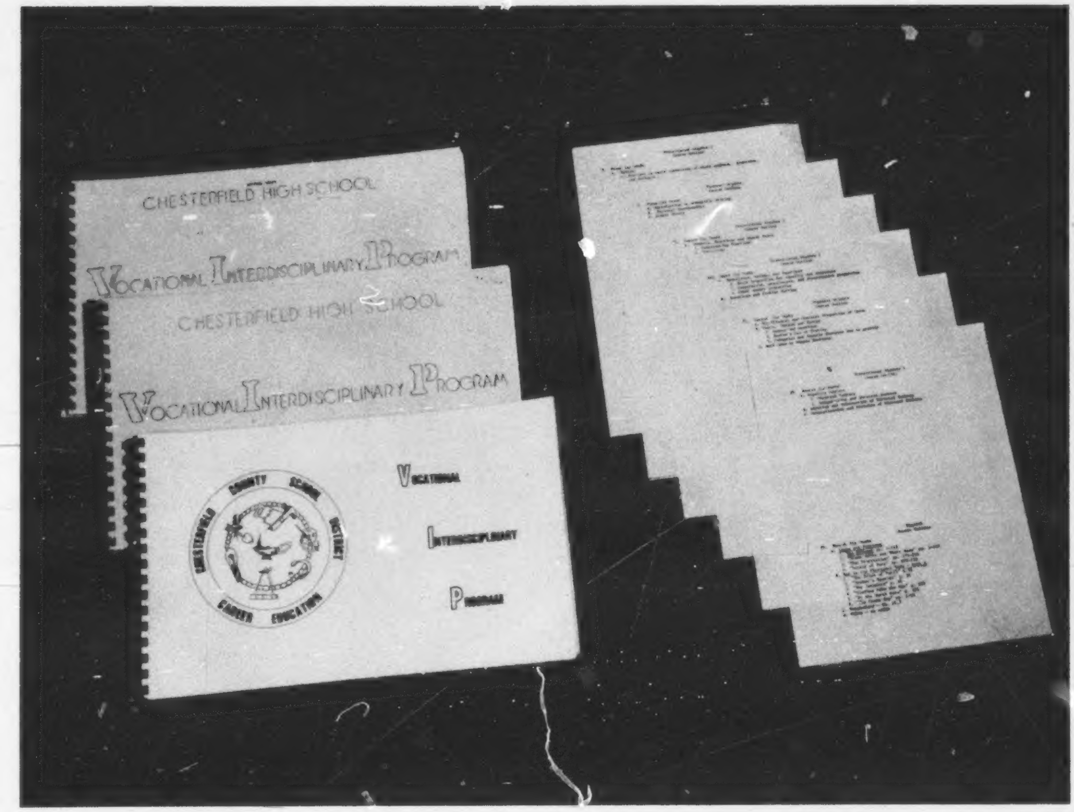
There are several factors which seem to stand out in importance when one looks at the interdisciplinary program. Since the basic premise for the interdisciplinary approach stems from interrelating subject matter areas, it would seem that there must be a distinct correlation from one class to the next. As the program was initiated, the central thread for this tie-up was the vocational area. Unfortunately, students, instead of becoming more interested in school, became bored with the repetition that characterized having the same concept taught from three or four different points of view. By the same token, teachers in certain counties found it difficult to adjust to an instructional approach which required that they have a high degree of technical knowledge. In spite of these difficulties, the third-party evaluation indicated that overall, the students had met the objectives of the component.

During the first two years of implementing the interdisciplinary component, teachers were sometimes hampered by the lack of administrative commitment which, in turn, hampered the scheduling of a common planning period. As a result, most of the planning was done during the four-week summer in-service sessions and on a one day a week basis after school. This placed an additional burden on the teachers, who in some cases were having difficulty functioning as a team. Much of the planning and the preparation of curricular guides that took place during the summer in-service sessions was found to be inappropriate for the actual classroom sessions (EXHIBIT 1). What evolved were shortened summer in-service sessions designed to facilitate curricular planning. The lengthy curricular guides also became a thing of the past as new and shortened versions were developed by each team of teachers (EXHIBIT 2). This revised planning approach, plus a stronger commitment from the high school principals, has made the third year much less traumatic for teachers, students, and project staff.

EXHIBIT 1

CHESTERFIELD HIGH SCHOOL
VOCATIONAL INTERDISCIPLINARY PROGRAM
LANCASTER HIGH SCHOOL
VOCATIONAL INTERDISCIPLINARY PROGRAM
CAMDEN HIGH SCHOOL
VOCATIONAL INTERDISCIPLINARY PROGRAM

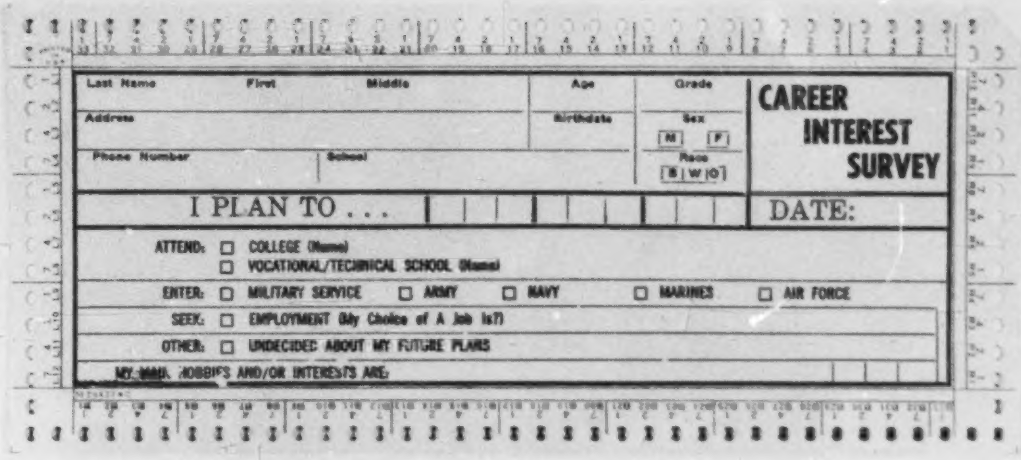
EXHIBIT 2


CHESTERFIELD HIGH SCHOOL
VOCATIONAL INTERDISCIPLINARY PROGRAM
CHESTERFIELD HIGH SCHOOL
VOCATIONAL INTERDISCIPLINARY PROGRAM
CHESTERFIELD COUNTY SCHOOL DISTRICT CAREER EDUCATION
VOCATIONAL
INTERDISCIPLINARY
PROGRAM

WORK EXPERIENCE

The Work Experience component provides disadvantaged students in grades 10-12 with the opportunity to explore their career goals with related part-time employment. In addition to these employment opportunities, the development of improved communication between the students, school, and industry is emphasized. The developmental work for this component was done during 1970-71 in Kershaw County under the title of "Job Impact." When Chesterfield and Fairfield Counties moved toward the implementation of the component during 1971-72, it was felt that a uniform instrument for surveying students would be beneficial. The survey instrument was completed in September of 1971 and served not only the Work Experience Component, but also the Intensive Training and Placement & Follow-up Components. This "Career Interest Survey" card was the first step utilized in the selection of Work Experience Students (EXHIBIT 3). Once completed, the district project coordinators worked with the high school guidance staff to determine which students were economically disadvantaged. After a program of individual and group counseling, a target group of students was selected. This group participated in classes designed to improve their attitude, help them get a job, and keep it. In an effort to enable the students to move through these classroom sessions at their own pace, the Chesterfield and Kershaw district coordinators collaborated in writing a programmed guide for the component activities (EXHIBIT 4). During the time the students were enrolled in the classroom sessions, each of the coordinators was, through a variety of community resources, attempting to find each participant a job related to his interests and abilities. Since this often times proved extremely difficult, because of the lack of jobs, some of the students were either not placed in a job that was aligned with their interests and abilities or they were not placed at all.

EXHIBIT 3



CAREER INTEREST SURVEY

Last Name First Middle

Age

Grade

Address

Birthdate

Sex M F

Phone Number

School

Race B W O

I PLAN TO . . .

DATE:

ATTEND: ☐ COLLEGE (Name)
☐ VOCATIONAL/TECHNICAL SCHOOL (Name)

ENTER: ☐ MILITARY SERVICE ☐ ARMY ☐ NAVY ☐ MARINES ☐ AIR FORCE

SEEK: ☐ EMPLOYMENT (My Choice of A Job Is?)

OTHER: ☐ UNDECIDED ABOUT MY FUTURE PLANS

MY MAIN HOBBIES AND/OR INTERESTS ARE:

EXHIBIT 4

CHESTERFIELD COUNTY SCHOOL DISTRICT
CAREER EDUCATION
WORK EXPERIENCE

INTENSIVE TRAINING

The Intensive Training component enables graduating seniors, who previously indicated that they had no specific plans after high school, to receive concentrated short term training. This training is guided by the local job market and the student's personal needs. During the first year of the project, the Intensive Training component was developed in Chesterfield County. The courses offered to the original forty-five students were industrial power sewing, teacher aide training, and sewing machine repair. Over seventy-five percent of this group were placed in the local school system and in textile firms in the surrounding area.

Although the Intensive Training component was to be implemented in three counties during this second year of the project, only Chesterfield and Kershaw were able to follow through with the original plan. Fairfield County, after exploring several possibilities for employment and student interest, was unable to implement the component. During the third year, however, all three counties were able to offer some form of an intensive training program. The program in Chesterfield for 1971-72 got off to a good start through an arrangement that the district coordinator made with the local Technical Education Center. The Center agreed to train interested seniors who had no specific plans after high school and who could not find adequate training at their home schools. As a result, courses in auto mechanics and welding were conducted at the TEC center utilizing their facilities, materials, and instructors. The cost of this arrangement was approximately fifteen dollars per student for sixty class hours of training. Although it was anticipated that this arrangement could again be made for 1972-73 this was not the case. A further explanation of this situation can be found in the Chesterfield County portion of this section.

In Kershaw County a course in small appliance repairs was offered after school during 1971-72 and 1972-73 as a part of the intensive training program. The Intensive Training component was expanded in 1972-73 to include a course in baby sitting and child care.

In Fairfield County Intensive Training was handled through the existing vocational program because of the diversity of student interests. As with most of the other project components, yearly revisions in keeping with the goals of the project were made to best meet the needs of students.

PLACEMENT AND FOLLOW-UP

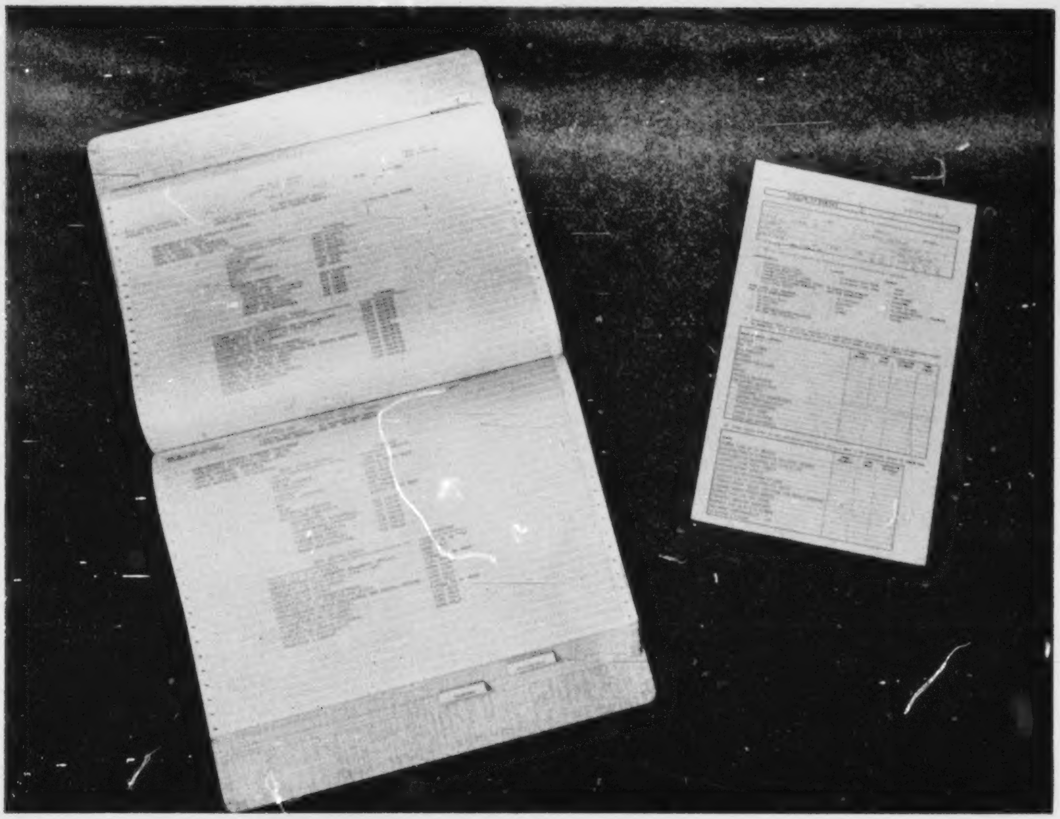
The Placement and Follow-up components provide for the placement of all students in situations commensurate with their educational, employment, and on-the-job training needs. Follow-up of these students monitors the effectiveness of the educational program in meeting these needs.

This component was newly initiated in each of the participating districts during the second year of the project since the pilot effort took place in Lancaster County. The placement activities focused primarily on the senior Interdisciplinary students, the Work Experience students, and the Intensive Training students. Students were counseled as to the possibilities for placement in post-secondary training programs, two and four year colleges, military service, and immediate employment. The initial phase of these activities was the administration of the "Career Interest Survey" (EXHIBIT 3) which was done in October and again in April for the 1972 and 1973 senior classes.

A computerized, five-year follow-up system was implemented during the third year of the project. This system involved all graduating seniors in one feeder system of each county and provided both counselors and administrators with objective feedback concerning the students' feelings about the curriculum and their present educational and/or employment status (EXHIBIT 5). A survey will again be administered this year so that data comparisons can be made between the 1972 and 1973 senior classes.

The placement process that is used in each county is discussed in the individual county reports that follow.

EXHIBIT 5



A. CHESTERFIELD COUNTY

The following report has been prepared and submitted by Mr. Randel Caldwell, Chesterfield County District Project Coordinator.

1. ELEMENTARY CAREER ORIENTATION

a. 1970-71

This component was implemented in Fairfield County only during the 1970-71 school year.

b. 1971-1972

In the first year of implementation, this component encompassed ten teachers, one per grade level for all the elementary schools in the Chesterfield feeder systems. These schools were Edwards Elementary (1-3), Chesterfield Elementary (4-7), and Ruby Elementary (1-8). Ruby Elementary was set up as an Individually Guided Education (IGE) school with three units. Unit A housed students ages 6-8½; Unit B, ages 8½-10; and Unit C, ages 10-16. One teacher from each unit was involved.

The goal was to involve each of these teachers in a three day summer workshop conducted by William Price of Cobb County, Georgia, and from this workshop develop two units for implementation during the year. This goal was met, but this does not reflect the whole scope of the matter. The units that were developed were implemented by infusing subject matter into the unit. This proved to be a tedious task for the teachers, and was thus deemed unsatisfactory. While it was in fact unsatisfactory, no solution was discovered during the first year. Additional in-service was conducted throughout the year, but this only reinforced the problem.

As the year closed, a new approach was developed that solved the problem to a great extent. The unit format was re-designed to focus on subject matter as opposed to a Career. Thus Career Education was infused into the existing curriculum rather than being an add-on subject.

c. 1972-73

As the second year for the component began, the program was expanded to include two teachers per grade level at Edwards and Chesterfield Elementary Schools. At Ruby, the program was expanded to include all teachers. As the program expanded, additional in-service was provided. The teachers participated in a week-long workshop that stressed the development of the unit focusing on curriculum. This was greeted by the teachers with great enthusiasm. The new format provided for a simple three to five page unit in lieu of the previous year's fifteen to twenty-five page effort (EXHIBIT 6).

EXHIBIT 6

HELP A CHILD
Elementary Career Orientation
Career Education

With the simpler units came greater teacher participation. Most of the teachers involved did four units rather than two as outlined in the proposal.

During this second year a full-time implementation person was employed to assist the teachers in materials procurement, field trip arrangements, and resource speaker identification. This was a significant improvement over the part-time facilitator who was employed during the first year implementation. This facilitator worked only three days a week and was limited to tool manipulation and material procurement.

The elementary component can be viewed as being the most successful of the five components in the project. There are several reasons for this—the greatest being as follows: principal leadership—at each elementary school, the principal assumed the leader's role during both years of the project; teacher commitmitment—all teachers in the project were volunteers; coordinator contact—the coordinator saw each teacher regularly; and implementation assistance—both the coordinator and implementation person were readily available to the teachers to lend assistance in the implementation of their units.

In summary, it can be stated that these four aspects are the driving force that this coordinator sees as being essential for a successful elementary program in Career Education.

2. VOCATIONAL INTERDISCIPLINARY PROGRAM

a. 1970-1971

During the initial year of the project, the teachers participated in a four week workshop conducted by Dr.'s Robert Craig and George Champion from San Francisco State College in California. This in-service activity was designed to introduce the teachers to the interdisciplinary concept during two weeks and provide them the opportunity to develop a written curriculum guide for the ensuing school year during the other two weeks.

At the conclusion of this session, the teachers were very disgruntled with the in-service. They felt that the consultants did introduce them to the interdisciplinary concept, but failed to put the remainder of the activities into the proper relationship with the local project—i.e. rather than showing how the teachers could do the job, the instructors showed how teachers in California did it.

The first year's team consisted of three males and one female, and from the standpoint of an all male class, this presented itself as a problem. The boys had a difficult time relating to a female English teacher. The reason for this was the inability of the teacher to grasp electrical terminology and expertise. Since the academic disciplines were being inter-related with the electricity course, this was a problem. Even with this small problem, the program was extremely successful.

The success factor was greatly enhanced because of strong principal support and leadership. During the planning phase of the project, the principal was very heavily involved. This led to a strong desire for a successful program on his part.

Other factors that led to success during the initial year were the involvement of the guidance counselor in screening and selecting the students, the ability of the team to work together, and the enthusiasm of the students.

Some problems were building during this first year that did not come to light until later on in the project. Some other problems arose that were corrected as time progressed. The major one of these was the fact that the principal and the first year's district coordinator did not agree on the interdisciplinary concept. This was a problem, in that the coordinator had a tendency not to spend much time with the VIP component, yet it was an asset to the extent that it resulted in even greater principal involvement and leadership.

b. 1971-1972

During the second year of the project, much change occurred. The district coordinator resigned to enter the business world and a new coordinator was hired. Three of the four team members went to other jobs, thereby creating an immediate step to the rear. The program now faced training three new team members. This was once again done through the use of Dr.'s Robert Craig and George Champion from San Francisco State College in California. This in-service was for four weeks with two weeks being spent in training and two weeks in developing a curricular guide. Since the initial year provided for only a junior class, this second year called for a junior and senior program. A new guide was developed for seniors and the old guide was revised for the juniors (EXHIBIT 7).

EXHIBIT 7

FAIRFIELD HIGH SCHOOL
VOCATIONAL INTERDISCIPLINARY PROGRAM
FAIRFIELD HIGH SCHOOL
VOCATIONAL INTERDISCIPLINARY PROGRAM
LANCASTER HIGH SCHOOL
VOCATIONAL INTERDISCIPLINARY PROGRAM
LANCASTER HIGH SCHOOL
VOCATIONAL INTERDISCIPLINARY PROGRAM
CHESTERFIELD HIGH SCHOOL
VOCATIONAL INTERDISCIPLINARY PROGRAM
CHESTERFIELD HIGH SCHOOL
VOCATIONAL INTERDISCIPLINARY PROGRAM
CAMDEN HIGH SCHOOL
VOCATIONAL INTERDISCIPLINARY PROGRAM

The workshop was once again looked upon, by the teachers, as unproductive since it concentrated on too much theory and not enough practicuum. As the year progressed, it became apparent that planning a full years curriculum during the summer was not suitable. A new procedure was developed where single units would be planned and implemented.

Some of the woes that were developing during the first year came to light. The first of these was that the students were initially promised that they would be placed in high paying jobs. The statement was understandably misleading. The newly employed coordinator revised the statement to say that every effort would be made to find jobs that lead to higher pay. (This problem was soon a thing of the past because the students realized that it is impossible to guarantee anything.)

Another problem that became apparent was that the boys were comparing the first year with the second year. This, of course, was unfair because the teachers did not jell as a team until mid-year. Once this occurred, the program again made giant strides.

During this second year, the principal's leadership was again a prime factor in the success of the project. One improvement was greater coordinator involvement in the project. Other improvements were as follows: in-service during the school year, revision of the curriculum at the end of each unit taught, and regularly scheduled team planning meetings.

The second year, like the first year, bred problems that would not become apparent until the ensuing school year, but it also lent insight into corrective measures for existing problems.

c. 1972-1973

During the third year of the project three of the existing team members moved on to other areas, and to compound the situation the principal also departed. These problems were difficult to overcome, but really were of little consequence in terms of the overall success of the program in its third year.

In-service activities were conducted in a more satisfactory manner during this third year. The time was cut to two weeks and the workshops were conducted by the project staff coordinators. The teachers were greatly pleased with this arrangement. Not only were they introduced to the interdisciplinary concept, but they were also shown how to do it in their own situation as opposed to a foreign environment.

One mistake was again repeated—curriculum guides were prepared for the entire year. This error was quickly corrected by returning to unit by unit planning. Later this was improved to the point of weekly planning of unit parts rather than planning a complete unit. One facilitator for this planning was the institution of daily planning sessions. These sessions were monitored by both the principal and coordinator.

Several improvements were made in the program which were as follows: incorporation of more "field exercises," expanded use of community resource speakers, and the development of a behavioral/instructional contract system.

In a backward glance at the three years of this component, several things strike the observer. The most important will be dealt with in this summation.

In this area of success, it can be safely stated that principal leadership and involvement are essential, daily planning sessions breed success, and a compatible team of teachers is essential.

Common problems that stand out are the large turn-over in personnel, the use of "outside" consultants for in-service, and the idea of planning a year-long curriculum during the summer in-service.

3. WORK EXPERIENCE

a. 1970-1971

This component was implemented in Kershaw County only during the 1970-71 school year.

b. 1971-1972

This area was a trouble spot from the outset of planning for implementation. In the Chesterfield area, approximately 35% of the students at the high school work part-time during the summer, after school, and on week-ends. Needless to say, part-time employment for these students who were not already employed was very difficult to locate. Despite this drawback, several jobs were discovered and four students were placed in part-time working situations.

In this, the first year of implementation, very little was accomplished in the area of student counseling until the latter part of the year. Things improved with the development of a "Work Experience Guidebook" (EXHIBIT 8). This was developed jointly with the Kershaw County district coordinator. The purpose was to provide experiences in following directions, decision making and skills development. Various employment applications and tests were provided to develop the student's ability to correctly complete a job application or take a series of tests.

On-the-job visitation and counseling were limited due to the short-range nature of the jobs located.

EXHIBIT 8

CHESTERFIELD COUNTY SCHOOL DISTRICT
CAREER EDUCATION
WORK EXPERIENCE

c. 1972-1973

The second year of implementation was almost disastrous. Ten students were identified and enrolled in the program, group counseling sessions were started, the "Work Experience Guidebook" was introduced and all aspects seemed to be running smoothly—but no jobs were available. When this information was conveyed to the students, interest waned, then completely disappeared.

This problem pointed out dramatically that a work-study program was needed in the area. (This possibility is currently being studied by the district.)

4. INTENSIVE TRAINING

a. 1970-1971

Much effort was put forth during the first year of the project in developing this component. The district coordinator made giant in-roads into the business and industrial communities through numerous personal contacts. This effort was culminated by the formation of a catalogue of business and industry in the county. These cards contained information as to the number of jobs at the location, projected openings for the future, and the nature of the operation.

This information proved valuable in the formation of an intensive training effort. From this study, the need for industrial power sewers and sewing machine mechanics became evident. In turn, by canvassing the student population a great interest was uncovered. Upon formation of the classes, twenty-four students enrolled and twenty-one completed the course and were placed on jobs. Four students enrolled in the sewing machine repair class and all four were placed in jobs upon completion of the course. The other area of training was a teacher's aide course. Seventeen students completed the course, but only two were placed. While this seems to indicate a lack of planning on the surface, it is really misleading. The lack of jobs occurred when the district's Emergency School Aid Program (ESAP) funds were cut off due to a court case. When the classes were conducted, the vacancies did exist.

b. 1971-1972

In the second year of the project, a new approach was taken regarding intensive training. The program was expanded to include all of the five high schools in the county as opposed to only Chesterfield High School.

A career interest survey was developed in order to determine student interest. (This proved to be valuable in the Work Experience Component as well). After studying these cards, it was determined that a much wider range of courses should be offered. The means to this end presented itself at the county's Technical Education Center (TEC). The course offerings at TEC included automobile mechanics and welding. These courses became more self-development than skill training. An attempt was made to offer power sewing, but this effort was thwarted by a sewing "boom" in the area. All the plants were using all available machines to meet their customer needs. In attempting to circumvent this, efforts were made to hold the classes at night in the plants themselves. This posed another problem in that none of the plant managers felt their insurance would cover the operation. This problem proved to be insurmountable, so no sewing classes were offered during this second year.

After this failure, additional alternatives were developed. Two more courses were offered during the summer. These were a carpenter's helper course and a minor home repairs course. Again, both courses tended to be for self improvement rather than skill development.

c. 1972-1973

The third year of the project proved to be an exercise in futility. Once again, career interest surveys (EXHIBIT 9) were administered, but through a combination of logistical problems with industry, a revamping of the TEC curriculum for the veteran, and general student disinterest we were never able to get the component beyond the actual planning stage.

In retrospect, several things are evident. The program requires not only great pains in planning, but excellent cooperation on the part of business, industry, and the student.

EXHIBIT 9

CAREER INTEREST SURVEY
I PLAN TO
DATE

5. PLACEMENT AND FOLLOW-UP

a. 1970-1971

This component was implemented in Lancaster County only during the 1970-71 school year.

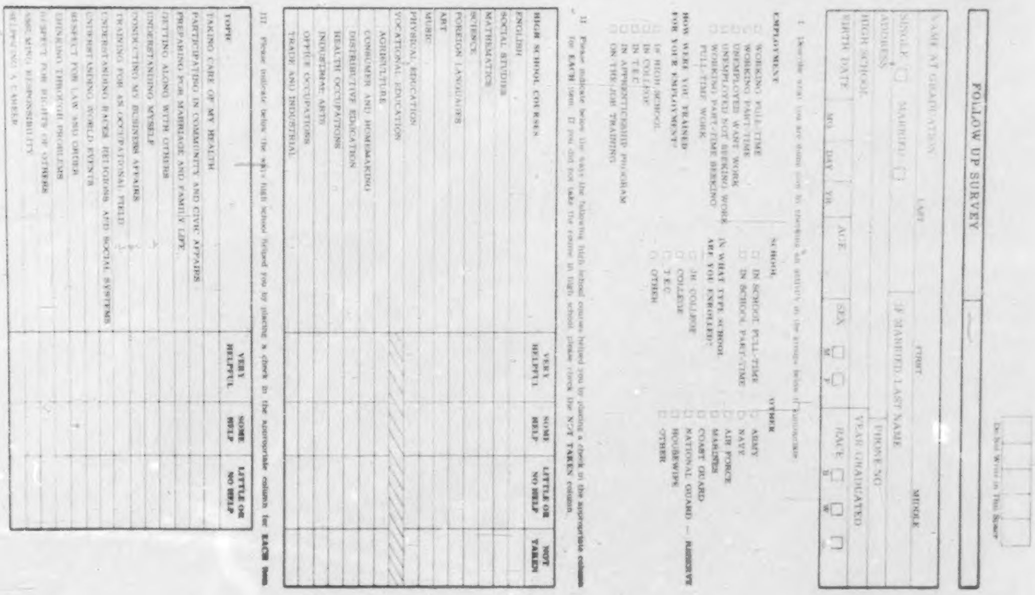
b. 1971-1972

The bulk of the second year was spent trying to develop a follow-up instrument that would provide the information needed by both the vocational and the guidance areas. This was finally accomplished and the format then became the major issue. This format needed to be economically feasible as well as manageable. The answer proved to be a computerized format (EXHIBiT 10).

The planning and development were completed in time to implement at the close of the year. The follow-up showed that approximately 90% of the seniors who responded were either in post-secondary study, working, or in the service.

As for placement efforts, the guidance counselor, coordinator, and vocational instructors worked very closely. The guidance counselor dealt primarily with the students furthering their education, the vocational teacher with his students, and the coordinator dealing with the rest, with emphasis on VIP, Intensive Training, and Work Experience students.

EXHIBIT 10



Do Not Write in This Space

FOLLOW UP SURVEY

NAME AT GRADUATION: LAST FIRST MIDDLE
SINGLE ☐ MARRIED ☐ IF MARRIED, LAST NAME
ADDRESS PHONE NO
HIGH SCHOOL YEAR GRADUATED
BIRTH DATE MO. DAY YR. AGE SEX ☐ M ☐ F RACE ☐ B ☐ W ☐

I. Describe what you are doing now by checking an activity in the groups below if applicable.

EMPLOYMENT
- ☐ WORKING FULL-TIME
- ☐ WORKING PART-TIME
- ☐ UNEMPLOYED WANT WORK
- ☐ UNEMPLOYED NOT SEEKING WORK
- ☐ WORKING PART-TIME SEEKING FULL-TIME WORK

HOW WERE YOU TRAINED FOR YOUR EMPLOYMENT?
- ☐ IN HIGH SCHOOL
- ☐ IN COLLEGE
- ☐ IN T.E.C.
- ☐ IN APPRENTICESHIP PROGRAM
- ☐ ON-THE-JOB TRAINING

SCHOOL
- ☐ IN SCHOOL FULL-TIME
- ☐ IN SCHOOL PART-TIME

IN WHAT TYPE SCHOOL ARE YOU ENROLLED?
- ☐ JR. COLLEGE
- ☐ COLLEGE
- ☐ T.E.C.
- ☐ OTHER

OTHER
- ☐ ARMY
- ☐ NAVY
- ☐ AIR FORCE
- ☐ MARINES
- ☐ COAST GUARD
- ☐ NATIONAL GUARD — **RESERVE**
- ☐ HOUSEWIFE
- ☐ OTHER

II. Please indicate below the ways the following high school courses helped you by placing a check in the **appropriate column** for **EACH** item. If you did not take the course in high school, please check the **NOT TAKEN** column.

HIGH SCHOOL COURSES	VERY HELPFUL	SOME HELP	LITTLE OR NO HELP	NOT TAKEN
ENGLISH				
SOCIAL STUDIES				
MATHEMATICS				
SCIENCE				
FOREIGN LANGUAGES				
ART				
MUSIC				
PHYSICAL EDUCATION				
VOCATIONAL EDUCATION	▨	▨	▨	▨
AGRICULTURE				
CONSUMER AND HOMEMAKING				
DISTRIBUTIVE EDUCATION				
HEALTH OCCUPATIONS				
INDUSTRIAL ARTS				
OFFICE OCCUPATIONS				
TRADE AND INDUSTRIAL				

III. Please indicate below the ways high school helped you by placing a check in the appropriate column for **EACH item**

TOPIC	VERY HELPFUL	SOME HELP	LITTLE OR NO HELP
TAKING CARE OF MY HEALTH			
PARTICIPATING IN COMMUNITY AND CIVIC AFFAIRS			
PREPARING FOR MARRIAGE AND FAMILY LIFE			
GETTING ALONG WITH OTHERS			
UNDERSTANDING MYSELF			
CONDUCTING MY BUSINESS AFFAIRS			
TRAINING FOR AN OCCUPATIONAL FIELD			
UNDERSTANDING RACES, RELIGIONS, AND SOCIAL SYSTEMS			
UNDERSTANDING WORLD EVENTS			
RESPECT FOR LAW AND ORDER			
THINKING THROUGH PROBLEMS			
RESPECT FOR RIGHTS OF OTHERS			
ASSUMING RESPONSIBILITY			
SELECTING A CAREER			

c. 1972-1973

As the report is being written, school is still in session, so placement is, as yet, undetermined. The general plan that will be followed is the same as the preceding year.

The Follow-Up aspect will also remain stable. The students will complete a preliminary survey that will be followed by the initial questionnaire in September. One difference must be noted, and that is that the follow-up data will be compiled by hand as opposed to being run on a computer. The reason for this is lack of funds needed for the computer services (approximately $1.00/pupil). It is felt that more can be gained from obtaining data from all high schools in the county than from involving one school and continuing with the computer services.

Taken as a whole, the two years provide notable developments. A comprehensive follow-up questionnaire was developed and the format design can be utilized both as a computerized operation or a hand compiled system.

B. FAIRFIELD COUNTY

The following report was prepared and submitted by Mr. Robert Fickling, Fairfield County District Coordinator.

Fairfield County entered the exemplary project in the summer of 1970 as a substitute for Chester County who was out of compliance at the time of funding. A Coordinator was employed, but neither the coordinator nor the county administration understood the career education concept due to the lack of preliminary involvement in planning of the project. Because the project was funded through the Bureau of Adult, Vocational, and Technical Education, it was assumed that the project would demonstrate that all students could benefit from vocational skill training and vocational counseling. The newly employed local project administrator was housed in the vocational center, entitled Coordinator of Vocational Orientation and made responsible to the Vocational Director. Vocational Orientation was considered to be the elementary and junior high school section of the county's vocational program. A further confounding factor was the institution of a unitary school system during the first year of the project.

The Exemplary Project in Career Education was conceived by the staff of the Region V Educational Services Center as a five component supplement to the general county program. The components, generally, were not seen as parts of a total concept, but rather as answers to several unrelated student needs. The five components were: elementary career orientation—designed to build student job awareness; a vocational interdisciplinary program—designed to bridge the gap between academic and vocational areas; work experience—designed to enhance a student's educational background; intensive training for students exiting the system without job skills; and a final component dealing with placement and follow-up. It was decided by the project executive committee that the five component project was too large to be implemented in a single year. As a result, Fairfield County elected to implement the elementary career orientation and the vocational interdisciplinary components during the first project year (1970-71).

1. ELEMENTARY CAREER ORIENTATION

a. 1970-1971

As stated earlier, the district project coordinator was seen as an elementary level vocational exploration leader during the first year of the project.

The hands-on approach was field tested at the Gordon Elementary School (1-3) during April and May of 1971. The teachers were enthusiastic in their approach to career education as a supplementary activity.

At this stage of development the project encountered several problems which were to continue throughout the project. The rate of teacher turnover is very high in Fairfield County. Among younger and more flexible teachers the rate of turnover is in excess of seventy percent.

The role of the principal in Fairfield County, until recently did not include curriculum development and therefore, the career education effort was met with some reservations. However, as the project gained more support from the central administration, these problems tended to disappear.

The regional project coordinator succeeded in convincing the county administration that more administrative support was needed for the project. This support was promised (and was forthcoming) and the district coordinator was moved into the Central Office for the remaining two years of the project.

b. 1971-1972

The second year of the project began with a one-day workshop for teachers. The approach used during this year was almost totally "hands-on" with every school being furnished a completely equipped tool cart.

The project was expanded to include a part-time implementation officer and a part-time secretary.

Additional in-service included one day of exposure to consultants from the Cobb County Project in November, and a multi-county workshop in October which utilized the local coordinators and the project coordinator as instructors.

The hands-on approach met with varied degrees of acceptance (ranging from ecstatic approval to silent avoidance) by the teachers. Unfortunately, the approach is expensive and showed few results in terms of the N. C. State third-party product evaluation.

In search of a cost effective approach to Career Education the local coordinators and the project coordinator visited the Career Education Project in Anne Arundel County, Maryland, in April of 1972. The project was most impressive and seemed to offer an implementation approach that could be adapted to each county's efforts. It was decided that the elementary component would be revamped in terms of process during the coming year.

c. 1972-1973

The initial activity for the year was a week of in-service for all participating elementary teachers in the three counties. The workshop was held in two sections, one for upper elementary teachers and one for primary level teachers. The emphasis was on the future career utility of concepts taught and the methods of Career Education.

A full-time implementation person was added to the project in place of the part-time person that had been utilized during 1971-72. The teacher teams were reorganized to correlate with the Follow-Through teams at the primary level and Teacher Corps teams at the upper elementary level.

The unit format used was shortened to a one page mini-unit (TABLE 5). The project gained far wider acceptance among teachers and administrators during the year, but the attitude still prevails among some teachers that any teacher activity beyond reading from a book or writing on the board constitutes "extra work." Field trip activity expanded and in some areas the better teachers began to show personal initiative in the development of career education teaching units.

It is felt that the image of career education is slowly improving and that teachers and administrators are seeing a need for this approach in instruction. If the district manages to make career education something that all teachers are expected to work toward, continued progress is expected.

2. VOCATIONAL INTERDISCIPLINARY PROGRAM

a. 1970-1971

The VIP component was initially viewed as a mechanism for demonstrating the usefulness of all subjects in job preparation. The program required that a group of 20 students be placed together in math, English and electronic classes. These students were to be average or above average in intelligence but below average in achievement. There were no students meeting these criteria if grades were used; therefore, a group was selected through the use of achievement test data. The group was predominantly black and consisted of students that would normally be placed in the college prep program. Understandably, these students were reluctant to enter a program which was linked with vocational skill training. The regional coordinator then met with a group of eligible students and explained the advantages of the interdisciplinary approach. This resulted in a number of student volunteers for the VIP program.

Scheduling problems arose at the high school due to assignment of 1600 students to a school built to serve 800. The principal felt that it was impractical to implement a new program in addition to entering a unitary system for the first time. Due to the late funding and other initial problems the VIP team received only two days of pre-school in-service.

The teacher team consisted of two black academic teachers and one white vocational instructor. Unfortunately, the teachers had difficulty working with each other and as the third-party evaluation of the component indicates, the students regressed academically and learned very little in the vocational program.

Several parents complained about the students' program of studies and all of the students, at one time or another requested re-assignment to the regular program. At this point, the high school principal and the vocational director recommended discontinuance of the program. The two academic teachers resigned at the close of the 1970-71 school year.

b. 1971-1972

It was necessary for the local coordinator to recruit students for the first and second years VIP classes during August.

For the 1971-72 school year the two academic teachers were replaced and the academic component of the project was upgraded.

During the fall of 1971 the project had been redesignated Career Education and the district coordinator was moved into the Central Office. This move proved to be beneficial with regard to the attitude toward the project. The first year VIP curricular guide was finally completed and the second year guide begun.

Problems arose with student attitude and parental discontent about the vocational aspect of the program. The issue intensified and culminated with the students complaining about the program to the second year process evaluation team.

The VIP teacher team, the district coordinator, the high school principal, and the vocational director, at this point, recommended discontinuance or rewriting of this project component. As a result the component was re-structured, but still encompassed the same program goals and objectives.

c. 1972-1973

The newly structed interdisciplinary component allowed teachers and guidance counselors to offer the program to those students whom they (the teachers and counselors) felt could benefit from the courses. Any student, with good reason, would be able to drop the courses at the end of any six week period. Initially it was attempted to correlate the academic subjects with several vocational areas, but the logistics proved to be a serious problem. The final draft revision included the correlation of math, English, and science with a guided study or exploratory period in Career Education. The guidance department and the teachers set up a program of counseling, on-site visitations and audiovisual aids to demonstrate the relationship of school to the job. The key emphasis became the future career utility of the concepts being taught.

The year began with a one week planning session during which a correlated, multi-subject VIP curriculum guide was started. It was decided to use a topic outline format as the earlier guide was felt to be more restrictive than productive.

The new format has been fully implemented. It has met with the approval of the high school principal and the team teachers. There have been no parent complaints.

The third-party evaluation of the component for 1972-73 shows statistically significant differences over a matched control group in attitude toward others and satisfaction with the curriculum. The differences were positive in all cases. No difference was shown in the areas of attitude toward self or knowledge of career education.

The complete reversal in attitude toward the program and in student success can, in the opinion of the local coordinator, be attributed to more rational student selection and involvement of the teachers in the planning and decision making.

3. WORK EXPERIENCE

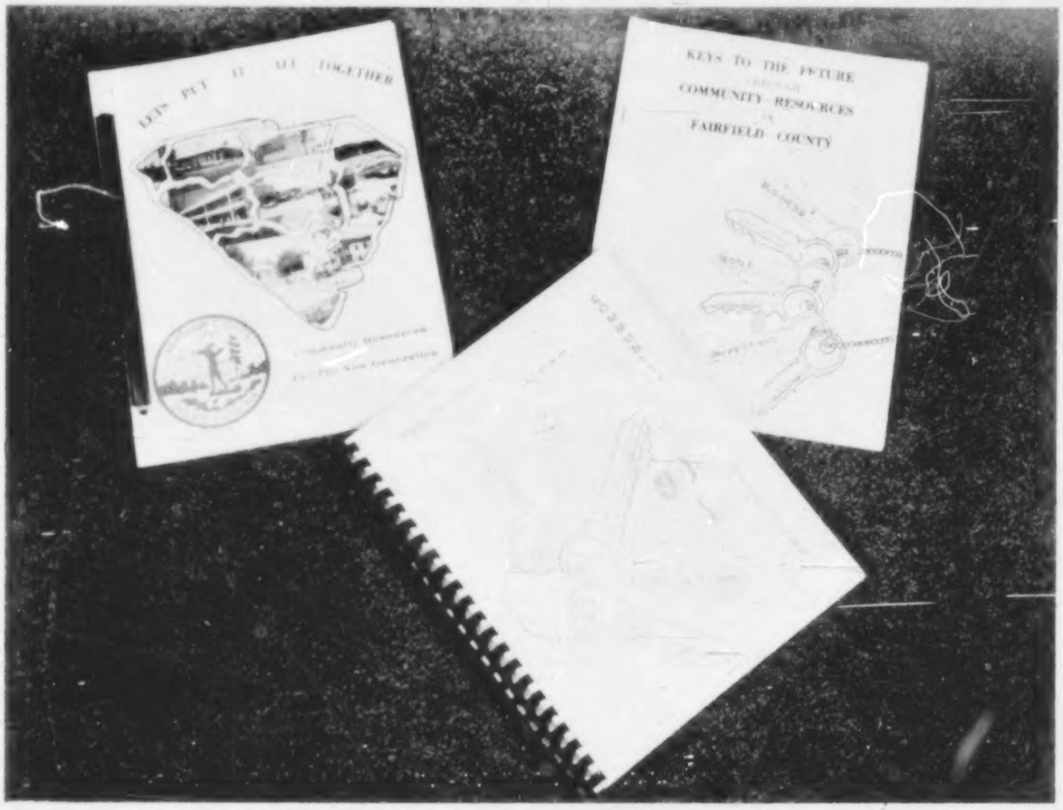
a. 1970-1971

This component was implemented in Kershaw County only during the 1970-71 school year.

b. 1971-1972

The work experience component was initiated during the summer of 1971. The Region V Educational Services Center was able to conduct, during the summer, a class in community resources development through the University of South Carolina which was attended by teachers and administrators from Chesterfield, Fairfield, and Kershaw Counties. This class was received most favorably by the local community where it was introduced as a facet of the Career Education Program. There was publicity on the local radio station and in the local newspaper concerning this "new" attempt to bring together the school and the community. A "Community Resources Guide" was developed for each of the three participating counties (EXHIBIT 12).

EXHIBIT 12



The district career education coordinator and the local N.Y.C. Coordinator met and agreed to work jointly with a group of sixteen underprivileged youths. The proposed program was to use the sheltered work situation of N.Y.C. employment to upgrade these students' social skills so that experience in non-sheltered employment could be provided.

This attempt at providing a work experience continually failed to meet the project objective with regard to number of students placed. The attempt was probably overly ambitious and poorly organized as well.

c. 1972-1973

The work experience component was re-organized for the 1972-73 school year. The activities of the district career education coordinator in the work experience area were overlapping with the activities of the industrial liaison officer, the vocational guidance counselor, and the academic guidance counselors.

The new program placed the responsibility for full-time and part-time placement and work experience in the hands of those counselors who had traditionally been in charge of such activities. These counselors plus the career education coordinator met regularly as a committee to coordinate the work experience and placement efforts. The function of the career education coordinator on this team was dual. He functioned as a placement officer at the request of the team and he was in charge of the sheltered work experience program. The various programs under which the school system pays students for work in non-profit organizations were joined under career education auspices. The district career education coordinator and the implementation officer provided socialization and work experience classes for the involved students. The students' supervisors were provided with instruction and literature concerning the meaningful supervision of new workers. Each student was visited on the job each week. Thirty students participated in this program and twenty-eight students were placed in non-sheltered employment by the placement team.

4. INTENSIVE TRAINING

a. 1970-1971

This component was implemented in Chesterfield County only during the 1970-71 school year.

b. 1971-1972

The intensive training component utilized a "Career Interest Survey" to determine the job skill needs and interests of existing students.

During the 1971-72 school year intensive training classes in pulpwood management and industrial sewing were offered to all interested students. Neither class had sufficient enrollment (10 students) to justify its being implemented.

In addition to the "Career Interest Survey", each existing student was interviewed, but the results were still negligible. It is assumed that the major reason for the lack of interest in intensive training in this community is the extensive vocational skill training offered by the Vocational Center. Sixty percent of all high school students are enrolled in vocational courses. There is a full range of courses offered in the night program and any student or adult can opt for either program by simply stating his preference.

c. 1972-1973

During the 1972-73 school year all existing students were again interviewed and surveyed. The interests and needs of these students were so varied that no attempt was made to organize special classes for them. The district career education coordinator and the vocational director therefore arranged for these students to enter the night vocational program. Those students, who could not afford the fees associated with the night program, were supplied with fee money through the career education effort. Twelve students were served in this fashion at an average cost of $12/student.

5. PLACEMENT AND FOLLOW-UP

a. 1970-1971

This component was implemented in Lancaster County only during the 1970-71 school year.

b. 1971-1972

There were no follow-up activities during the 1972 school year except for an orientation session with the 1972 graduates explaining the following year's follow-up program to them.

The placement program consisted of the career education effort placing twenty-six students in full-time work.

c. 1972-1973

During the fall quarter of the 1972-73 school year all 1972 graduates were mailed a follow-up survey. The response rate was in excess of 65%. The survey was computerized and a print-out provided for the counselors and administrators involved in curricular development.

The placement team (organized during 1971-72) has placed forty-eight of the graduating seniors in full-time jobs. When those students entering post-secondary education are included, the placement rate will exceed 50% and by September should exceed 80%.

C. KERSHAW COUNTY

The following section was prepared and submitted by Mr. Ray Holt, Kershaw County District Project Coordinator.

1. ELEMENTARY CAREER ORIENTATION

a. 1970-1971

There were no organization or implementation phases for this component during the first year of the project. However, there was a workshop held at Camden High School for approximately one hundred elementary and middle school teachers from Kershaw County. The attending teachers were a random selection that each principal chose from his school. After a brief orientation to the Career Education concept, the participants proceeded to write a lengthy career education unit.

In retrospect, it is felt that specific schools and specific teachers should have been chosen for this first in-service and orientation period. More preparation and organization as to specific implementation methodology could have facilitated the attainment of the project objectives during the course of the next two years.

The first year of this project was viewed in Kershaw County as "another federal effort." Comments indicated that local understanding and feeling toward its direction were either lacking or categorized the effort as vocational skill training for the very young students.

b. 1971-1972

There were twenty-four teachers involved in the elementary component during the early part of the second year. All participants were volunteers and viewed the program as exciting with unlimited potential. The addition of several new teachers to the project toward the end of the second year helped to unify the feeder system although it was never completely corrected as the project is still split between the Camden and Lugoff systems.

The district coordinator's office was located at the Vocational Center for all of the first and one-half of the second year of the project. This led to many misinterpretations as to the goals and objectives of this component as well as the program. A change of office from the original location to the Kershaw County Educational Administration Building brought new respect for the program.

A four day summer workshop for all elementary teachers in the program occurred in July of 1971. The objectives for this workshop were to build large portable tool work carts and to write practical units for the implementation of the career education concept.

The implementation of these lengthy units led to teacher and student frustration. Basically, the units did not fit the subject matter concepts being taught. Career Education at this early stage was viewed as additional activities which occurred only during one part of the school day. This obstacle was overcome with the introduction of a five day mini-unit. The organization of these units was as follows:

1st day—Introduce Career Education Area

2nd day—Field Trip or Community Resource Speaker

3rd day—Involvement Activities

4th day—Involvement Activities

5th day—Summary of Activities and Progress.

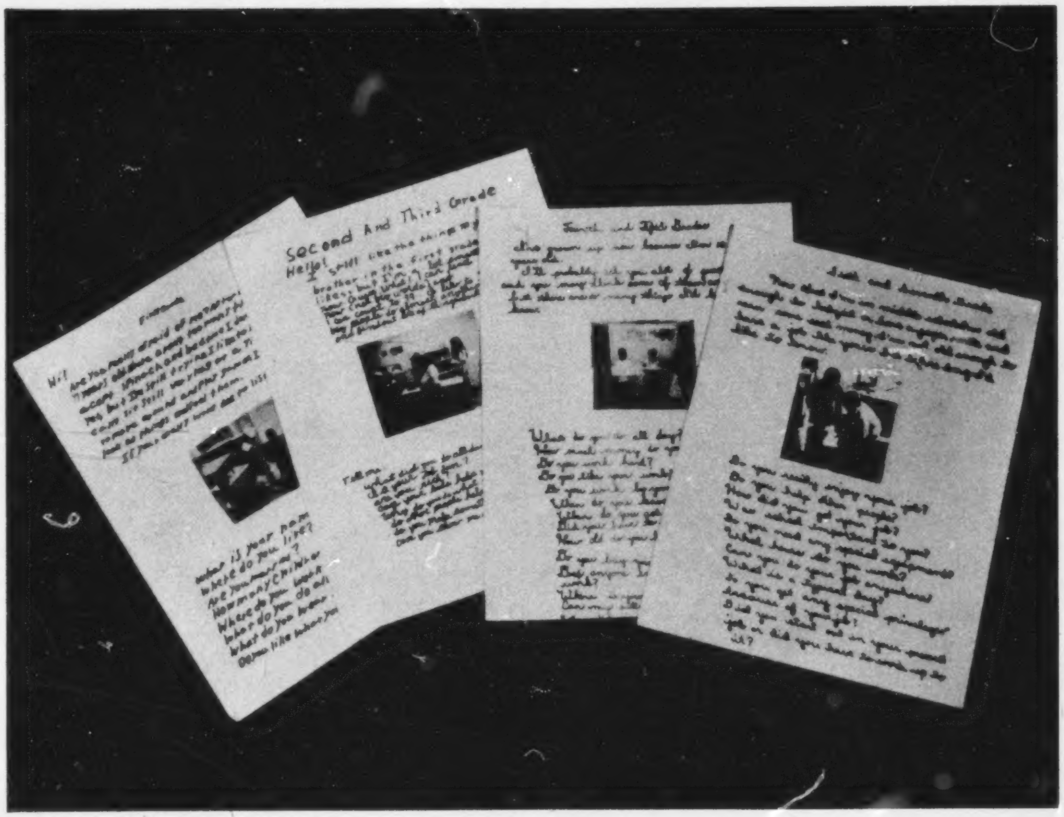
This format was later modified to the current unit outline. The success of this final draft has been proven in two respects. The first is the ease with which teachers can write the units, and the second is the practical application to which teachers can use the product. Note the comparison of the large and small units shown in EXHIBIT 13 and the actual examples of these units shown in APPENDIX B.

EXHIBIT 13

Elementary Career Orientation
Chesterfield County School District
HELP A CHILD
RELATE TO THE WORLD
Elementary Career Orientation

As the project evolved, it became increasingly apparent that preparation for field trips and community resource speakers was necessary. To that end, the "Community Resource Guide" was prepared by the teachers of Kershaw County (EXHIBIT 14).

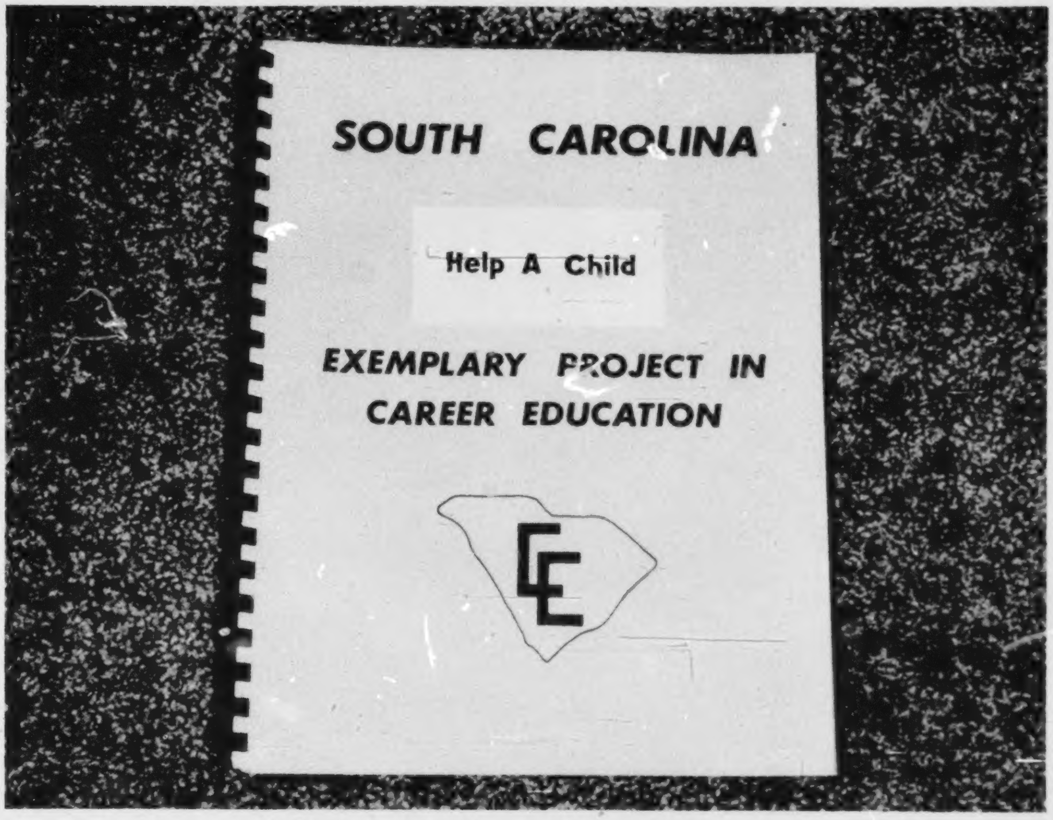
EXHIBIT 14



Second And Third Grade

A handbook for orienting principals and teachers was also developed simultaneously by the project staff. This handbook proved effective for most of the second year of this project (EXHIBIT 15). However, as goals and objectives were refined and redirected, much of the usefulness and information contained in this document became obsolete.

EXHIBIT 15



SOUTH CAROLINA

Help A Child

EXEMPLARY PROJECT IN
CAREER EDUCATION

The conciseness of short units which centered around the educational concepts being taught by each teacher formed the basis for successful unit integration. The areas of Self, Technology, Society, Economics, and Careers formed the basis for student and teacher involvement.

It soon became apparent that Career Education was not an additional activity that occurred at a specified time during the school day, but rather infiltrated each and every educational concept that was being taught. Teachers realized that Career Education was a practical enhancer for teaching and learning and not a theoretical concept that could never be utilized.

Weekly planning on a pre-determined schedule with each teacher influenced the initiation of continuous unit implementation. The assistance provided by the Implementation Officer in terms of the procurement of materials and the arrangement of field trips kept the process running smoothly.

c. 1972-1973

Thirty-nine teachers were involved during the third year of the project in Kershaw County. A continuous feeder system was established in the Lugoff attendance area, but was not established in the Camden area (TABLE 8).

Several workshops were held during the summer of 1972. To meet the needs of middle school (6-8) personnel a multi-county planning session was held at the Pine Tree Hill School in Camden. The needs of teachers at Camden Primary School (1-3) were met during their scheduled session of summer school. Units were written and later implemented by all of the teachers who participated. A coordinated effort with the staff of the Lugoff Elementary School integrated Diagnostic-Prescriptive methods with Career Education. In addition to a three-week summer seminar, continuous support and orientation has occurred during prescheduled county in-service meetings.

New Career Education units were initiated each time a teacher began teaching a new educational concept. This method of implementation correlated well with current curricular offerings and helped to keep things relevant for teachers and students. As stated previously, staff planning on a weekly basis with each teacher, as well as assistance in the procurement of materials by staff, became a routine and accepted structure for all of those involved.

It is felt that the anxiety provided by a continuous flow of visitors initiated the desire to always do a little more than was expected by the staff. This aspect, in addition to local and national publicity that the overall project has received, helped to build momentum for many of the teachers.

Weekly planning with teachers not only provided a small amount of structure but it also provided some necessary anxiety for teachers to begin planning and implementing units during the early part of the year. The success of these units was due, in large part, to their correlating with the educational concepts already being taught as well as the concise format that was mentioned earlier. Also noteworthy was the additional support and assistance that came from the County Superintendent of Schools which resulted in teachers reaching a new level of acceptance and enjoyment of the program.

Perhaps the most important aspect of why this program has been successful in Kershaw County can be traced to the students. When students were involved in Career Education: 1) discipline problems rarely occurred; 2) students finished their assigned work; 3) students were happier being in school; and 4) students achieved as well as, if not better academically.

2. VOCATIONAL INTERDISCIPLINARY PROGRAM—LATER CHANGED TO INTERDISCIPLINARY PROGRAM

a. 1970-1971

Two teams of teachers and counselors were established at Camden High School. There was no student involvement in this component during the first year of the project because of scheduling problems.

A four week summer workshop was conducted in Lancaster, South Carolina by Dr. George Champion and Dr. Robert Craig of San Francisco State College during the summers of 1970 and 1971. A curriculum guide was developed by the interdisciplinary team teachers which correlated both the academic and the vocational areas.

Several problems impeded the implementation of this component during the first year of the project. No attempt was made originally to fully explain the program to local administration and students. This, compounded with the lack of district coordinator involvement, led to what could be termed an unsuccessful first year for the VIP component in Kershaw County.

However, by the end of the first year the district coordinator and the project coordinator met with students who had been identified as underachievers and possible component candidates. This group session resulted in twenty-one students being enrolled in the VIP Electronics program and nine students being enrolled in the VIP Machine Technology program.

b. 1971-1972

The organization for the second year of the project was basically the same as the first. Tenth and eleventh grade students were scheduled to be enrolled in VIP Machine Technology and VIP Electronics.

The second four-week workshop conducted by Drs. Craig and Champion was held for those teachers who had not been involved in the project the previous year. A revised curriculum guide was developed during this period of in-service. An additional in-service day in October 1972 provided for a multi-county sharing of ideas for the interdisciplinary teachers.

The planned curriculum guides were used by the two teams of teachers for the thirty students enrolled in the VIP program. However, very little counselor involvement occurred.

In looking back it would seem that the curricular planning process was too involved and in essence resulted in over planning. The interrelation of subject matter concepts was often forced and therefore lost its spontaneity. There appeared to be a lack of understanding on the part of the local administration and, as such, the county coordinator often had to force the program to continue in hopes that an acceptable method of implementation would be found. However, after a more thorough explanation of the program to both administrators and teachers this problem was lessened.

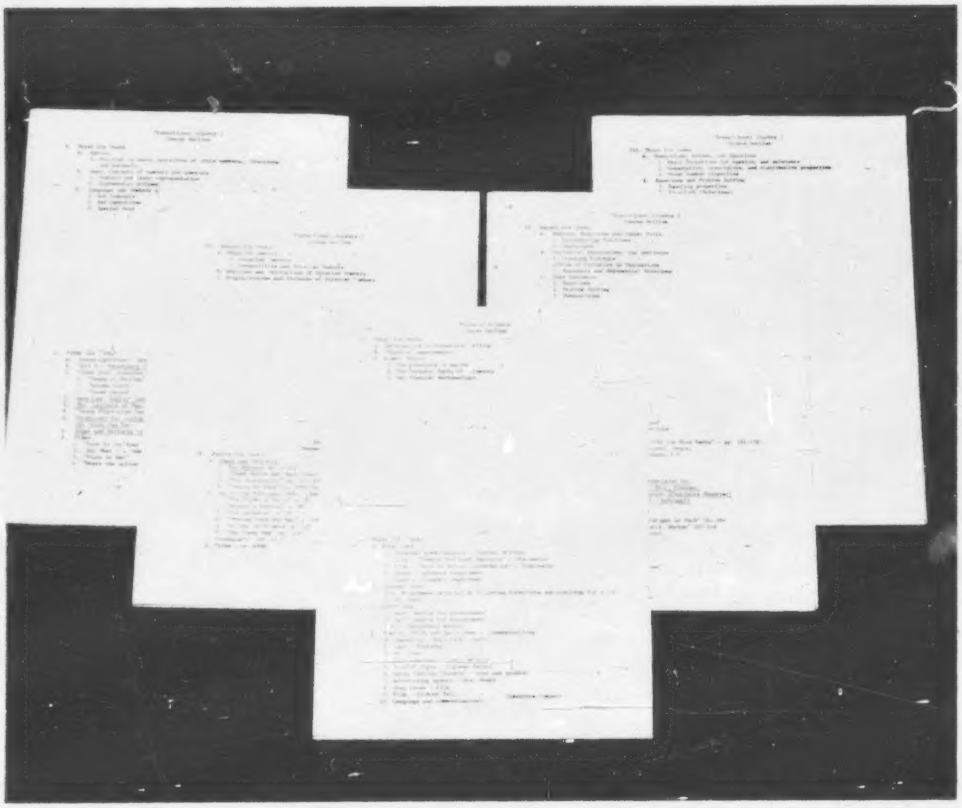
Overall, there was moderate success with the VIP Electronics and good success with the VIP Machine Technology. The three main ingredients which aided the progress of the program were: the ability of the program to meet the needs of individual students; the involvement of the teachers in a cooperative team effort; and the leadership provided by one of the team members.

c. 1972-1973

The VIP program was changed to the Interdisciplinary Program (IP) during the third year of the project. An interrelation between math, English, science and an exploratory laboratory for ninth grade students formed the basis of the program. A high school guidance counselor acted as in-school contact person and coordinator for the component. All students chosen for the component were identified with the assistance of middle and high school guidance personnel. Parent meetings became a very important ingredient of the program and were scheduled after each six weeks reporting period.

The in-service for the component consisted of a four-day summer workshop during which a skeleton course outline was developed (EXHIBIT 16).

EXHIBIT 16



In keeping with the revised design of the component, each teacher on the team became Laboratory Director each fourth week. However, during that particular time all of the teachers were scheduled into the laboratory for the purpose of helping students with specific problems or individualized instruction. The major objective of the laboratory period was to provide practical exploratory experiences which related the educational concepts being taught in the other classes to the practical world of work. Weekly district coordinator planning with the guidance counselor and all of the interdisciplinary team teachers helped to refine and develop the next week's outline plans.

It is felt that the brief four day in-service period mentioned previously was more than adequate for the personnel involved. This new approach to curriculum writing set the stage for complete teacher and principal acceptance of the program. These two factors—combined with increased parental understanding and student acceptance—helped to make this program a success. Other factors contributing to the success of the third year were: flexible teacher planning; willingness to try new ideas; and the team approach.

3. WORK EXPERIENCE

a. 1970-1971

The district coordinator was given the title of Industrial Specialist for the first year of the project and was housed at the area Vocational Center. Although the original concern was with vocational students only, this was later expanded to include all students in Kershaw County. An assistant was employed through another local project to assist with the job development aspect of the program.

A survey of all students in Kershaw County was completed which included information concerning students working, students not working, and students interested in pursuing full- or part-time jobs. With some assistance from the high school counselors, interest tests were completed for students wishing to pursue full- or part-time employment. Since the major emphasis by the local staff was on the placement of students, much effort was put into the area of job development with local business and industry.

Luncheons and tours of local industry for guidance counselors were initiated early in the year and were favorably accepted by all of the participants. Additional in-service for the project staff included a visitation to the "Technology for Children" program in New Jersey, and the Cobb County Exemplary Career Education Project in Marietta, Georgia.

The district coordinator's title was changed from Industrial Specialist to Student Placement Officer approximately midway through the first year. Role descriptions for project staff were also refined at this time. After much discussion it was decided to coordinate our efforts with the Neighborhood Youth Corps in order to establish a viable work experience program. This effort succeeded and thirteen students began receiving counseling while working part-time.

It is felt that the lack of project role descriptions may have created a conflict as to the intended purpose of the project. Although this allowed for great success in the areas of student placement and job development, the Work Experience Component did not get established as well as it could have been.

Although development was extremely slow in the beginning of this project year, things picked up toward the end as increased industrial and business support brought many job responses. Because local industry had not been systematically approached by the school system in the past, the staff's efforts were viewed as extremely beneficial to the local labor market. The coordinated effort with the Neighborhood Youth Corps was encouraging in that jobs were established for students and the additional assistance of counseling complemented both project goals.

b. 1971-1972

Eighteen students were enrolled in the Work Experience program during the second year of the project.

Areas of guidance that were covered were: Attitude Adjustment, Following Directions, Completion of Applications, Resume Compilation, Pre-Employment Testing, Interview Skills, Personal Evaluation, Interest Testing, and Career Exploration. Additional personal problems were discussed as on-site visitations were scheduled by the district coordinator. Students in the program met with the district coordinator for two hours each week, with on-site visitations occurring approximately every other week.

It was felt that the close coordination between the NYC director, local business and industry and the district project coordinator granted the success of this component. Additionally, it was felt that because many of the students had never received special attention or help with their working lives, their appreciation was shown through their increased involvement.

c. 1972-1973

Fifteen students were originally scheduled for the component, but twenty-three were ultimately enrolled. The organizational structure remained the same as explained for the second year of the project.

Implementation of the component centered around a weekly two hour classroom for students, and visitations by the district coordinator to work sites conducted on a bi-weekly basis.

A Work Experience effort such as this required the full-time attention of one individual to adequately service the needs of the students. A student profile which was developed by the district coordinator also helped in assessing student needs and problems (TABLE 9).

4. INTENSIVE TRAINING

a. 1970-1971

According to the project plan this component was not implemented during the 1970-71 school year except in Chesterfield County.

b. 1971-1972

A small appliance repair class was established at Camden High School for twelve graduating students. Equipment for this class was donated by Sears, Roebuck and Company. This company also provided service personnel in the training phases of the project. An instructor was employed for forty class hours to teach the course.

The implementation of the component was actual classroom instruction conducted during the evening hours three days a week at Camden High School. It was felt by all concerned that this program met the needs of local business as well as the needs of several twelfth grade students.

Several factors which enhanced the success of this second year endeavor were: good publicity concerning the aims of the program in the local newspapers; the great amount of superintendent and high school principal support; and the strong acceptance of the program by local business.

c. 1972-973

A small appliance repair class was once again organized along with a fifteen hour community babysitting service program. In-service activities consisted of time that was spent by the county coordinator and potential instructors refining

TABLE 9

SCHOOL DISTRICT OF KERSHAW COUNTY
NYC—WORK EXPERIENCE
STUDENT EVALUATION

COOPERATING EMPLOYER____________________ TRAINEE____________________

Please return Evaluation Sheet in the enclosed envelope by____________________

Please place a check mark in front of the number that best evaluates the student at this time.

ACCURACY OF WORK
__1. Makes many errors
__2. Is careless
__3. Usually accurate
__4. Is careful
__5. Consistently accurate

CARE OF WORKING AREA
__1. Very untidy
__2. Careless
__3. Keeps area clean
__4. Keeps area clean and orderly
__5. Exceptionally clean and orderly

USE OF MATERIALS/EQUIPMENT
__1. Rough
__2. Careless
__3. Adequate
__4. Careful
__5. Very careful

SPEED IN PERFORMING DUTIES
__1. Very slow
__2. Slow
__3. Adequate
__4. Fast
__5. Exceptionally fast

USE OF WORKING TIME
__1. Very wasteful
__2. Wastes time
__3. Fair use of time
__4. Keeps busy
__5. Busy and effective

JOB LEARNING AND APPLICATION
__1. Little or no learning
__2. Learns with difficulty
__3. Adequate
__4. Learns with ease
__5. Exceptional ability

RESPONSIBILITY
__1. Irresponsible
__2. Evades responsibility
__3. Accepts responsibility
__4. Seeks responsibility
__5. Seeks and handles well

INITIATIVE
__1. Doesn't exhibit any
__2. Very little
__3. Average
__4. Needs little directions
__5. Self-Motivated

ATTENDANCE
__1. Frequently absent or late
__2. Absent or late often
__3. Absent or late occasionally
__4. Seldom absent or late
__5. Never absent or late

ATTITUDE TOWARD CO-WORKERS
__1. Does not get along
__2. Poor interaction
__3. Gets along satisfactorily
__4. Works well with others
__5. Excellent relationship

ATTITUDE TOWARDS SUPERIORS
__1. Disrespectful
__2. Poor cooperation
__3. Cooperates when asked
__4. Cooperates willingly
__5. Very respectful, helpful

PERSONAL APPEARANCE
__1. Slovenly
__2. Untidy
__3. Tidy
__4. Neat, in good taste
__5. Exceptionally pleasing

ADDITIONAL COMMENTS:____

____

SIGNATURE:____________________ DATE:____________________

the two instructor developed curricular guides. An anticipated thirty students in the community babysitting service and an additional fifteen students in the small appliance repair class will be enrolled in the Intensive Training Component. All classes will be taught at Camden High School in the afternoon and early evening hours. A high degree of success is anticipated for these two offerings. Since the program is in progress at the time of this writing, success or non-success cannot be determined as yet.

5. PLACEMENT AND FOLLOW-UP

a. 1970-1971

The placement component was not, according to project objectives, to be implemented during the first year of the program. However, it was the desire of local administrative personnel to put major emphasis on work-site placement of students in Kershaw County.

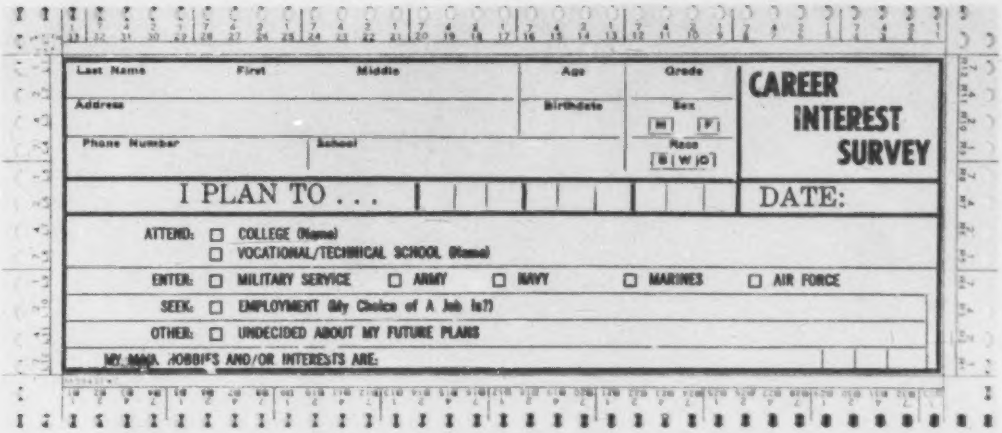
Much time and effort were expended by the district coordinator to meet these local directives. A redirection of objectives, however, occurred immediately following the first year's process evaluation which resulted in the establishment of a viable work experience program with minor emphasis being given to the placement of students in work situations.

b. 1971-1972

The second year brought continued personal contact with local business and industry. The actual placement of students on work sites grew to approximately forty-four by the end of the second year. Local industry hosted many tours, luncheons and talks for all of the guidance counselors in Kershaw County. It is felt that this in-service gave new meaning and importance to the concept of technical training for the counselors who participated. As a result traditional college placement, as well as technical school and job placement were given new emphasis.

A survey form was developed by the regional and the three district project coordinators. This Keysort card when filled out by the students assesses their current interests and future career plans (EXHIBIT 17).

EXHIBIT 17



CAREER INTEREST SURVEY

Last Name First Middle
Age
Grade
Address
Birthdate
Sex ☐ M ☐ F
Phone Number
School
Race B W O

I PLAN TO . . .

DATE:

ATTEND: ☐ COLLEGE (Name)
☐ VOCATIONAL/TECHNICAL SCHOOL (Name)

ENTER: ☐ MILITARY SERVICE ☐ ARMY ☐ NAVY ☐ MARINES ☐ AIR FORCE

SEEK: ☐ EMPLOYMENT (My Choice of A Job Is?)

OTHER: ☐ UNDECIDED ABOUT MY FUTURE PLANS

MY MAIN HOBBIES AND/OR INTERESTS ARE:

A brief but concise computerized follow-up form was also developed for multi-county use by the regional project coordinator and the three district coordinators. This survey was administered to all twelfth grade seniors with instruction as to how to complete the form. The importance of returning the form upon their receiving it in the mail was greatly emphasized. (EXHIBIT 18). The survey was sent to the 1972 graduating class with a letter of introduction by the Kershaw County Superintendent of Education. Three successive surveys were sent to students that had not responded on previous questionnaires. The results were computerized and an analysis of the information was printed out for use in the county. Cross reference items were also analyzed by computer and frequency of responses in each category were shown on the print-out. A further analysis of the data was done in chart form so that the various categories could be visually represented to teachers and counselors. One of the charts developed by the district coordinator is shown in EXHIBIT 19.

EXHIBIT 18

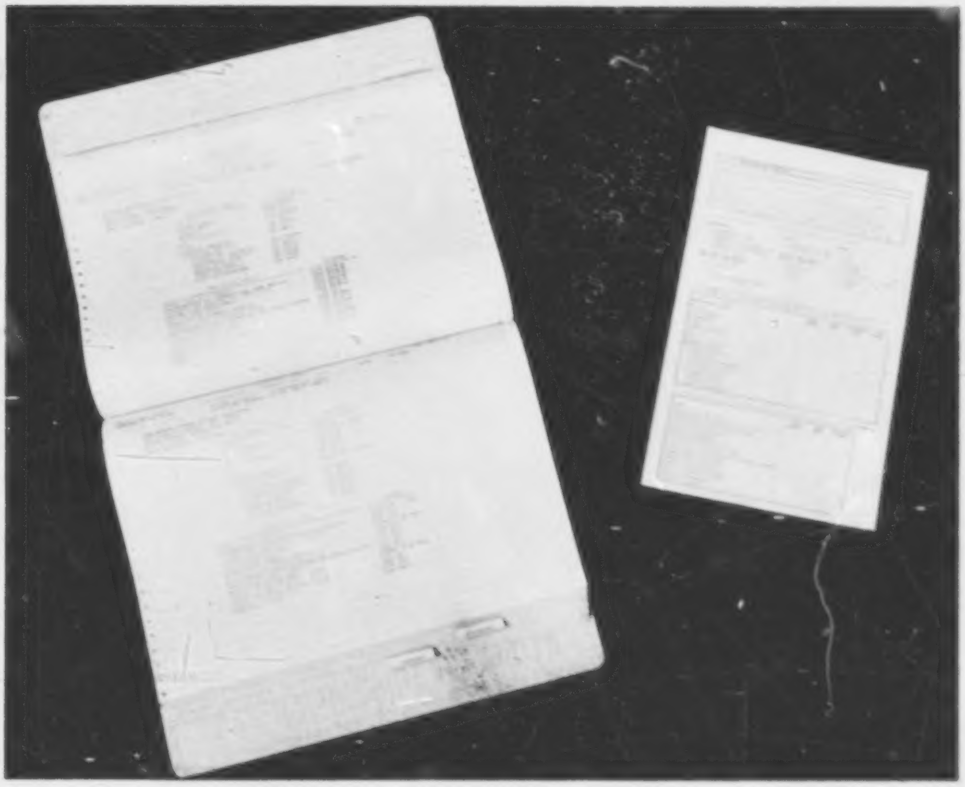
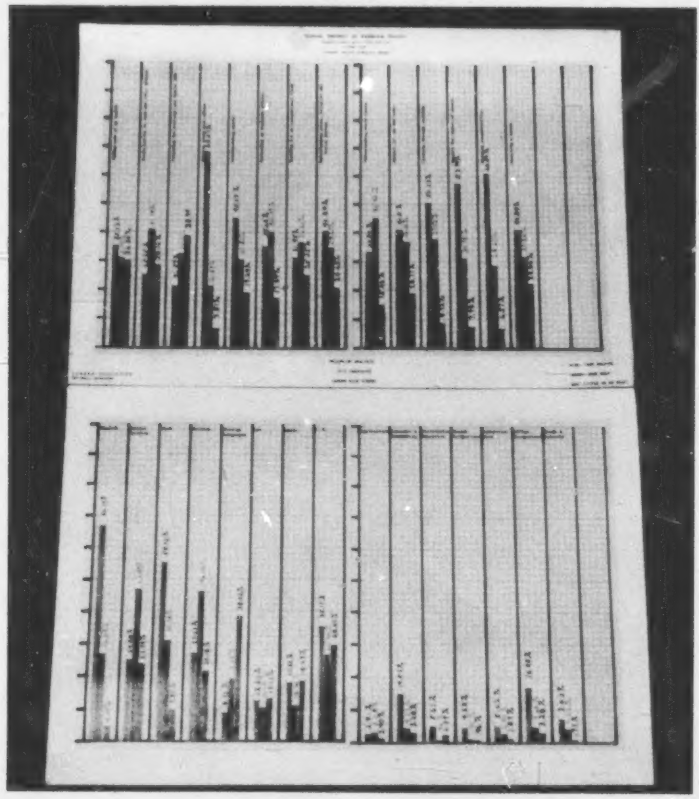


EXHIBIT 19



An overall response of 64 percent occurred for the students of Kershaw County. Two factors are felt to have greatly influenced this response. One factor was the simplified one page questionnaire that was sent to each student. The second important factor was the consecutive mail-out of three questionnaires to students who had not previously responded.

Two other influencing factors were graduation discussion with students and the strong administrative support of the component.

c. 1972-1973

It became increasingly evident at the beginning of the third year that the total scope of this project was more than one staff member could adequately service. Therefore, the coordination with all county personnel involved in the area of placement seemed to be a logical alternative. Close work with an individual hired explicitly to do student placement resulted in the placement of approximately one hundred students in full- or part-time employment. In addition, the guidance staff at Camden High School placed one hundred forty-seven students in College and fifty-two students in Technical Training areas.

The computerized follow-up survey, completed in the fall of 1973, indicated only 22.39 percent of the graduating class were undecided as to their future plans.

The computerized follow-up program has been written and is currently in local officials' possession for use throughout the county.

The implementation of this component will occur during the summer of 1973.

V. RESULTS AND ACCOMPLISHMENTS OF THE PROJECT

The accomplishments of the Exemplary Project in Career Education can best be analyzed through the development of the program in each of the project districts. During the first year of the project (1970-71), each of the school districts implemented two of the five components. During the second and third years, each of the districts, with the exception of Lancaster, implemented all five components. Although the project was coordinated through the Region V Educational Services Center, the overall effort in each county was handled by a district coordinator, an implementation person, and a part-time secretary. This type of staff utilization is in striking contrast to many projects whose total effort is focused in one attendance area with professional assistance at the elementary, junior high, and senior high school levels. As a result, each county's project staff was faced with more tasks than they could adequately handle. While at times this was a source of frustration, it prompted teachers and administrators to accept a great deal more responsibility in conjunction with the career education effort. In terms of continuation after the funding period, this arrangement may prove to be most advantageous. A statement of each district's plans for the future is contained in N. C. State's Third-Party Evaluation report (APPENDIX A).

The implementation process in each district has been, and will continue to be, characterized by extensive in-service training for teachers, administrators, and members of the community. This training, which is documented in the previous sections, has included workshops, orientation conferences, and visitations to other districts. While all of these activities can be exciting, the visits to other districts have proved to be prime motivators for teachers. Their reactions to seeing another program have fallen into two categories. Either they were fascinated to the point of picking up many sound ideas, or they were satisfied in knowing that what they were already doing was better. Both reactions resulted in a real ego boost for the teachers and ultimately the program. Throughout the three years of the project much effort has gone into the development of a total career education program rather than a number of isolated components. In fact, several of the schools in the county feeder systems have broadened their focus from a demonstration effort to one that has involved all students in a particular school. The decision to move in this direction in all cases has come from within and has therefore stood the test of time.

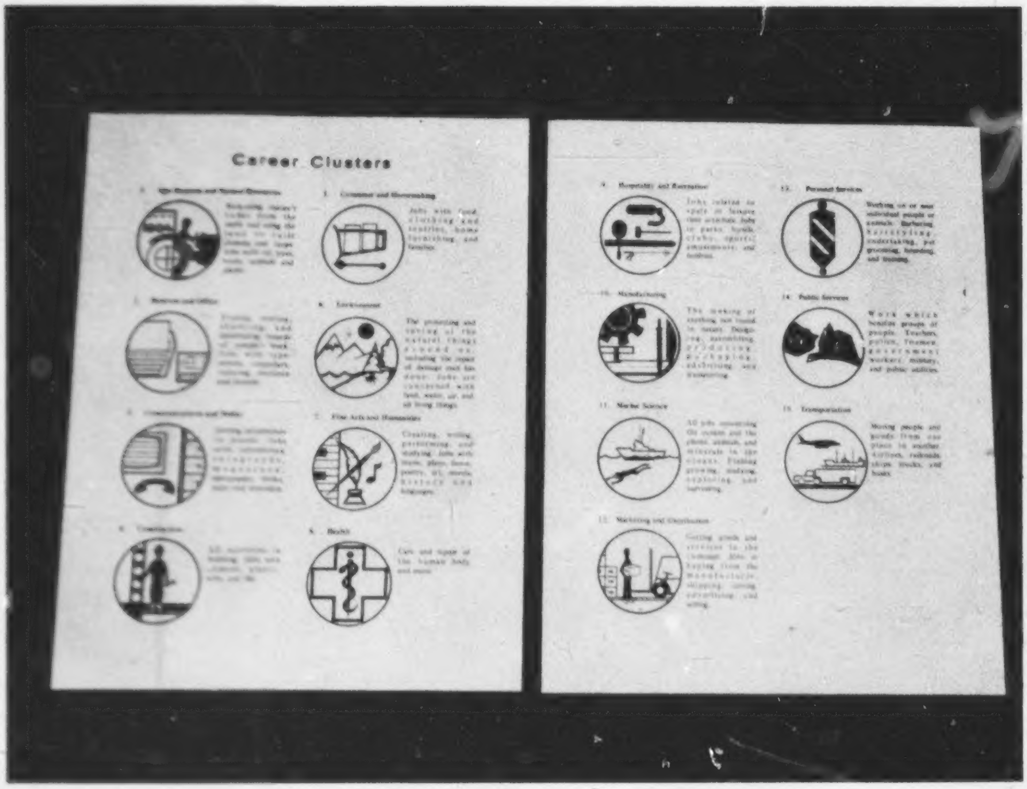
While many career education projects throughout the country have concentrated on developing transferable units and curricular guides, the South Carolina effort has taken a different approach. This is not to stay that units and guides have not been developed, but rather to point out that they were created by a process that has infinitely more value than the product. It is this process for infusing career education concepts into the curriculum that bears recognition as one of our major accomplishments. Not only are teachers comfortable, but they are also able to utilize career education concepts as a means of enhancing learning. Once this has taken place, the value of a particular unit has decreased to the point of an example of an approach that was tried and either succeeded or failed. In essence, the teachers would rather tie concepts into the subject matter in a way that fits their particular students' needs as opposed to reworking someone else's effort. Because much of the in-service training sessions concentrated on the "how-to" aspect, teachers have picked up on the idea of creating meaningful experiences for their students. Among the three counties a definite process for infusing career education concepts has evolved. This process, as stated previously and outlined in TABLE 4, may not be unique, but it does work! Both teachers and students have markedly increased their competencies.

In terms of the overall program, Kershaw County has been recognized as one of the top fifteen K-12 career education efforts in the United States. Selected aspects of Chesterfield County's program have also been acknowledged on a national basis. As a result, the number of requests for information and visits has increased to the point of being burdensome to the already understaffed district programs. Several of the brochures and cluster diagrams are shown in EXHIBITS 20 and 21.

EXHIBIT 20

VIP IN SOUTH CAROLINA
DEMONSTRATION PROJECT IN VOCATIONAL EDUCATION
CHESTERFIELD • FAIRFIELD • KERSHAW • LANCASTER COUNTIES
CAREER DEVELOPMENT
SOUTH CAROLINA
CE
EXEMPLARY PROJECT IN CAREER EDUCATION
CHESTERFIELD COUNTY
FAIRFIELD COUNTY
KERSHAW COUNTY

EXHIBIT 21



Career Clusters

Each of the five project components has yielded a number of benefits for the participating districts. One of the third year developments which met with much favor nationally and locally was the computerized follow-up system. In fact, two other districts in South Carolina will be using the program for the coming school year in addition to our three districts. With some further refinements in the coming years the system should prove to be very beneficial as a means of assessing the educational and employment status of graduates as well as their feelings concerning the school's curriculum.

The management of the project, both regionally and locally, has been a source of satisfaction and frustration. Originally, the counties' project staff was limited just to the district coordinator who was attached in some fashion to the vocational program; but as the project as well as the concept, began to grow, this arrangement proved to be unsatisfactory. Teachers also found it difficult to think of the staff in anything other than the traditional vocational education—skilled training stereotype. Fortunately, both the staff and the districts recognized this as being detrimental and moved each of the local coordinators into the three counties' central administrative structure.

VI. EVALUATION OF THE PROJECT

The evaluation of the Exemplary Project in Career Education has taken place on a continuous basis. Both the process and the product have been extensively explored by our third-party evaluator and by yearly on-site process teams. The third-party evaluation has been the contracted responsibility of the National Center for Occupational Education at North Carolina State University, while the process teams have varied slightly from year to year. APPENDIX A contains the third-party evaluation report as well as an analysis of the results of the process evaluations that were conducted during each year of operation.

In retrospect, the yearly process evaluations, which were conducted by outside teams of career education experts, have proved to be very useful in promoting change within the three districts. Many of the recommendations made by these teams helped the project move from the pilot stage to a comprehensive effort. The most notable of these recommendations that resulted in change were: 1) to provide closer monitoring of each county's activities by the regional staff; 2) to develop a more comprehensive plan for communicating the goals of the project and concept of career education to teachers and administrators; 3) to employ a full-time implementation person in each district to assist elementary teachers in securing materials and arranging field trips; and 4) to further define the role of the district coordinators and, if possible, incorporate them into the central rather than the vocational staff.

In addition to the process and product evaluations, the project staff has developed two teacher profiles. These profiles, one of which is filled out by the teachers and one of which is filled out by the district coordinator, have helped to pinpoint areas of need within the project. This, in turn, has led to more extensive in-service training designed to solidify some of the weaker conceptual areas as well as to provide for a more structured unit development process (EXHIBITS 22 and 23).

VII. CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS FOR THE FUTURE

The Exemplary Project in Career Education in South Carolina Region V has had, and is still having, a great impact on the local school systems and is attracting attention across the state and nation. Each of the three participating school districts (Chesterfield County, Fairfield County, and Kershaw County) has indicated a willingness to continue to expand and refine its career education effort, however, much will depend on the availability of funds from other sources. Although certain aspects of the project have proven to be more successful within a given district, one cannot overlook the positive changes that have been made in the instructional programs. In fact, it would be very difficult to assess whether students, teachers, administrators, or project staff have benefited most from this concept that we now refer to as career education.

In order for this exemplary effort to survive, continued administrative support will be necessary. Even though teachers and administrators agree with the concept, it would seem that an individual designated as the district career education expert would need to be employed in order to keep the program functional. An overview of each county's future plans is contained in "The Future of the Exemplary Project in Career Education" section of APPENDIX A. Specific recommendations are contained in Section IV following the descriptions of the various components prepared by the district project coordinators.

EXHIBIT 22

TEACHER PROFILE
COORDINATOR'S CHECK LIST

Please place a check mark in front of the number which in your opinion most accurately describes the teacher's standing.

1. Unsatisfactory 2. Below Average 3. Average 4. Above Average 5. Superior

COOPERATION—ABILITY TO GET ALONG WITH OTHERS

___1. Is antagonistic, pulls against rather than works with others.
___2. Is difficult to handle.
___3. Usually gets along with others.
___4. Cooperates willingly, gets along well with others most of the time.
___5. Gets along well with others, is friendly and helpful.

INITIATIVE—TENDENCY TO GO AHEAD

___1. Takes no initiative, has to be instructed repeatedly.
___2. Takes very little initiative, requires urging.
___3. Does routine work acceptably.
___4. Is fairly resourceful, does well by himself.
___5. Is resourceful, looks for things to learn and do.

ATTITUDE TOWARD CONSTRUCTIVE CRITICISM

___1. Doesn't profit by criticism, resents it.
___2. Doesn't pay much attention to criticism.
___3. Seems to listen
___4. Accepts criticism and tries to do better.
___5. Profits by suggestions, changes poor work habits.

KNOWLEDGE OF CAREER EDUCATION

___1. Has not tried to learn.
___2. Pays little attention to learning Career Education.
___3. Has learned necessary routine but needs supervision.
___4. Understands work, needs little supervision.
___5. Knows job well and shows desire to learn more.

ADAPTABILITY

___1. Can't adjust to changing conditions.
___2. Is slow in grasping ideas, has difficulty adapting to new situations.
___3. Makes necessary adjustments.
___4. Adjusts readily.
___5. Learns quickly, is adept at meeting changing conditions.

COOPERATION WITH ADMINISTRATION

___1. Uncooperative, antagonistic, hard to get along with.
___2. Cooperates reluctantly.
___3. Cooperates willingly when asked.
___4. Usually cooperates eagerly and cheerfully.
___5. Always cooperates eagerly and cheerfully without being asked.

EXHIBIT 23

EXEMPLARY PROJECT IN CAREER EDUCATION
TEACHER CHECK LIST

Please place a check mark in front of the number which, in your opinion, most accurately describes you or your situation.

1. Unsatisfactory   2. Below Average   3. Average   4. Above Average   5. Superior

___1
___2
___3
___4
___5

I. DO YOU IMPLEMENT UNITS WITHOUT CONSTANT PRESSURE FROM THE COORDINATOR? (Please include a reason for each response.)

A. Do not understand concept
B. Not sure of Career Education
C. Discipline problems in class
D. Unsure of my ability
E. No support from coordinator
F. No administrative support
G. Am not capable
H. Other ____
____
____

___1
___2
___3
___4
___5

II. DO YOU INVOLVE YOUR STUDENTS IN THE CAREER EDUCATION ACTIVITIES? (If rated less than three, show a reason)

A. Do the activities myself and do not allow the kids to get involved
B. Am too book oriented
C. Do not adapt to change
D. Other ____
____
____

___1
___2
___3
___4
___5

III. DO YOU COVER THE OBJECTIVES YOU OUTLINE IN YOUR UNIT? (If rated less than three, show a reason)

A. Do not write objectives
B. Become too involved with subject matter and ignore the Career Education aspect of the unit
C. Become too involved with involvement activities and ignore the subject matter
D. Other ____
____
____

__1
__2
__3
__4
__5

IV. DO YOU WANT TO BE INVOLVED IN THE CAREER EDUCATION PROGRAM?
(If rated less than Five, show a reason)

A. Do not understand concept
B. Disagree with concept
C. No administrative commitment
D. Do not want the "extra work"
E. Other ____
____
____

__1
__2
__3
__4
__5

V. DOES YOUR CAREER EDUCATION CLASSROOM HAVE AN ATMOSPHERE OF EXCITEMENT FOR STUDENTS AND OTHERS?
(If rated less than THREE show a reason)

A. No involvement activities
B. Nothing in classroom that suggests my career education unit
C. Do not allow enough student exploration (individual and small group)
D. Students do not know the reasons for career education

__1
__2
__3
__4
__5

VI. ARE YOU RECEIVING HELP IN IMPLEMENTING CAREER EDUCATION IN YOUR CLASSROOM? (Answer yes or no)

	yes	no
A. From the District Coordinator	_____	_____
B. From the Implementation Officer	_____	_____
C. From the Principal	_____	_____
D. From the Community	_____	_____

HOW COULD THE SUPPORT BE IMPROVED?

____
____
____
____

APPENDIX A

FINAL EVALUATION OF AN EXEMPLARY PROJECT IN VOCATIONAL EDUCATION

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The project reported herein was evaluated pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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The task of evaluating exemplary projects in career education, which serve a diverse population of students, parents, teachers, and administrators, and which utilize a variety of techniques, requires a somewhat complex evaluation system. To ensure the efficiency of the evaluative process, many people made varying contributions, all of which evidenced professionalism, selflessness and objectivity on the part of the contributors.

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Robert L. Morgan
Director of Evaluation

TABLE OF CONTENTS

Page

Acknowledgements 65

List of Tables 67

Introduction 68

The Legislative Intent 69

Locale 70

The Description of the Program 71

The Proposal and First Program Year 71
The Second and Third Program Years 72
Desired Products 73
Desired Processes 75

The Evaluation of the Program 80

Introduction 80
The Program's Relation to Legislative Intent 80
Process Evaluation 81
Product Evaluation 84
Observed Products 89

Conclusions 95

The Future of the Exemplary Project in Career Education 96

Chesterfeld County 96
Fairfield County 96
Kershaw County 97

Bibliography 98

LIST OF TABLES

Page

1. The Product Evaluation of Five Program Components in Chesterfield County by Product Objective During the 1972-1973 School Year 90

2. The Product Evaluation of Five Program Components in Fairfield County by Product Objective During the 1972-1973 School Year 92

3. The Product Evaluation of Five Program Components in Kershaw County by Product Objective During the 1972-1973 School Year 94

INTRODUCTION

The development of any approach in education usually engenders speculation about the probable results of the approach. Evaluation has traditionally served as a method for determining the extent to which the desired ends have been accomplished and to discover the casual factors behind the actual results.

The present evaluation effort has two primary intents which take precedence over the more traditional use of evaluation: (1) to assist the decision-makers in understanding their program, and (2) to provide a source of information that will facilitate dissemination of successful components of the program. Exemplary programs in vocational education were intended to serve as replicable models of educational systems; therefore, the evaluation of these programs should serve to assist in developing a model that is both worthy and capable of being exported.

The contents of this report were determined by the primary intents of this evaluation and the sequence of events in the development of the program. The Legislative Intent (section one) and the Locale (section two) give a description of the two major considerations which were instrumental in the original formulation of the Demonstration Programs of Vocational Education in South Carolina Region V, as described in the proposal. The Description of the Program (section three) describes the program as it evolved since its inception in 1969. The Evaluation of the Program (section four) assesses the relation of the program to the legislative intent (as described in section one) and the extent to which the program has achieved its objectives (as described in section three). The final chapter delineates the successful aspects of the program which may be continued after the third year of the program.

THE LEGISLATIVE INTENT

In the early '60's the high level of unemployment among young people spurred a massive investigation into the national program of vocational education. A panel of consultants, formed by President Kennedy to make recommendations for improving and redirecting vocational education, reported that "the national program of vocational education had been insensitive to economic and social change, to labor market demands, to the impact of change on education, to education for job preparation, and to the diverse vocational needs of various population segments" (Vocational Education and the Profession in the 70's and Beyond, 1971, page 13). This report was used as a basis for the drafting of the Vocational Education Act of 1963 which recognized the need for schools to provide students with prevocational training in salable skills and work experience. The Act released funds for skill training programs for high school students, graduates, and dropouts, as well as for the development of special programs for the handicapped, teacher training programs, experimental and demonstration programs, and evaluation techniques.

Five years later, the National Advisory Council on Vocational Education surveyed the changes which had been brought about as a result of the passing of the 1963 Act. The Council reported that federal vocational education funding had been insufficient to help the culturally and economically disadvantaged in depressed rural areas, young people in the slum neighborhoods of large metropolitan areas, and students with special needs. To alleviate this condition, the National Advisory Council on Vocational Education made several recommendations, five of which were focused upon by the General Subcommittee of Education of the 90th Congress in House Report 1647. They were:

1. any dichotomy between academic education and vocational education is outmoded;
2. developing attitudes, basic educational skills and habits are as important as skills training;
3. prevocational orientation is necessary to introduce pupils to the world of work and provide maturation;
4. meaningful career choices are a legitimate concern of vocational education; and
5. vocational programs should be developmental, not terminal, providing maximum options for students to go on to college, pursue postsecondary vocational and technical training or find employment. (House Committee on Education and Labor, 1968).

The passing of the 1968 Amendments to the Vocational Education Act provided a means for implementing these ideas by including provisions for developing and administering programs and projects designed to produce new methodologies in occupational education. Under Part D (Exemplary Programs and Projects) of the Vocational Education Amendments of 1968, Congress defined the purpose of such projects:

> . . . to stimulate, through Federal financial support, new ways to create a bridge between school and earning a living for young people who are still in school, who have left school either by graduating or dropping out, or who are in postsecondary programs for vocational preparation, and to promote cooperation between public education and manpower agencies.

Grant Venn, Associate Commissioner for Adult, Vocational, and Technical Education (Policy Paper AVL-V70-1, 1969), pinpointed the priorities that should be established for an exemplary vocational education program in light of the 1968 Amendments:

1. Provisions for broad occupational orientation at the elementary and secondary school levels so as to increase student awareness of the range of options open to them in the world of work.

2. Provisions for work experience, cooperative education and similar programs, making possible a wide variety of offerings in many occupational areas.
3. Provisions for students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time that they leave the school. (Some of these training programs might be very intensive and of short duration.)
4. Provision for intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling. (Placement might be in a job or in postsecondary occupational training. Placement should be accomplished in cooperation with appropriate employment services, manpower agencies, etc.)
5. Provisions for the grantee or contractor to carry the program on with support from regular funding sources after the termination of the Federal assistance under Part D of P. L. 90-576. (Federal assistance under Part D cannot exceed three years.)

Since the Exemplary Project in Career Education in South Carolina Region V is one of the programs funded as a result of the passing of this act, it should have conformed to the legislative intent of the act. A later chapter will be devoted to assessing the extent to which the Exemplary Project in Career Education in South Carolina Region V reflected the above legislative intent.

LOCALE

The original four counties participating in the "Exemplary Project in Career Education" represent, in many respects, a cross-section of rural South Carolina and the United States and, therefore, provide excellent testing grounds for various approaches to career education. Chesterfield County is a relatively poor, predominately white county with a large proportion of its population engaged in agriculture and living in substandard housing. Various statistics commonly used to identify poverty areas attest to the poverty of this county. The median educational attainment of persons 25 years of age and older is well below the state and national averages, and the percentage of substandard homes is well above the state and national levels. Also, Chesterfield County has been classified as an economically depressed area with high rates of general unemployment and high rates of youth unemployment by the Economic Development Administration, U. S. Department of Commerce (in March 1971).

Fairfield County is a predominately non-white, extremely poor, highly industrial county. The extreme poverty in Fairfield County is illustrated by the very large percentage of families earning an income below the poverty level, the extremely high proportion of substandard housing, and the fact that a majority of the county's residents 25 years of age and older had less than an eighth-grade education. As was the case with Chesterfield County, Fairfield County has been classified by the U. S. Department of Commerce (in 1972) as an economically depressed area with high rates of general and youth unemployment.

Kershaw and Lancaster Counties are relatively prosperous, industrialized, white counties. A relatively low proportion of their families was receiving less than a poverty income in 1970, and a relatively small proportion of their housing units was classified as substandard. The median educational attainment of their inhabitants 25 years of age and older was higher than the other two counties, with Kershaw County having a level above the state level of 10.5 years.

An analysis of the educational characteristics of the four counties reveals a fairly consistent picture. The publication "Selected Data on Dropouts in South Carolina Schools" (South Carolina State Department of Education, October 1968) showed that all four counties had cumulative dropout rates above 50.0 percent with fairly low proportions of their high school graduates going to college. Chesterfield County was worst in these two categories; just under 60 percent of its students dropped out of its schools, and only 16.6 percent of its high school graduates attended college.

The counties described above have been in need of varying degrees of educational and economic improvement. Since the goals of career education are designed to improve the former directly and the latter indirectly, these four counties, as a whole, must be considered an excellent site for the implementation of a career education program.

THE DESCRIPTION OF THE PROGRAM

The Proposal and First Program Year

At the end of 1969, school personnel from four school districts located in four different counties (Chesterfield, Fairfield, Kershaw, and Lancaster Counties) met, under the auspices of the Region V Educational Services Center, to develop a program which would cope with some of the problems described previously (See "Locale"). They were particularly interested in reducing the high dropout rates in their schools, especially among students with average or above-average ability. The school personnel considered the leading cause of the high dropout rate to be the failure of the schools to demonstrate to their students the relevance of the academic programs to the outside world.

To cope with this problem and others, educators, along with students, industrials leaders, representatives from Manpower and other agencies, proposed a comprehensive program which they felt would "serve to bridge the gap between school and earning a living by teaching the academic subjects as they relate to vocational training" (Proposal, p. 6).

The overall goal of the program was "to stimulate the development in South Carolina School Districts of specific activities and programs in vocational education which are designed to meet special identified needs of students through establishment of a Demonstration-Field Testing program in four school districts of Region V" (**Exemplary Project in Career Education in South Carolina Region V,** 1971, p. 6). More specifically, the proposed program was expected to assist students in clarifying self-identity, developing good attitudes, and expanding career knowledge and job skills leading to appropriate job placement and/or continuing education.

The specific components of the program were derived from a consideration of the needs of the counties and an attempt to identify a set of weaknesses in the then existing vocational programs. It was concluded that little attention had been given to comprehensive programs which:

1. provided students with a career orientation;
2. related job opportunities and work experience to the total school program;
3. provided for the handicapped (mentally or physically);
4. provided for intensive training of students completing high school who failed to enroll for job training during their high school years; or
5. provided intensive guidance, placement and follow-up to effectively assist students in satisfactory job location.

The first point led to the Elementary Career Orientation Component; the second to the Work Experience Component, the fourth to the Intensive Training Component; and the fifth to the Placement and Follow-Up Component. An additional component, the Vocational Interdisciplinary Program, was also added "to bridge the gap between school and earning a living by teaching the academic subjects as they relate to the job entry skills training program while venturing gradually into the world of work" (Proposal, p. 3).

The five components of the program were to be implemented on an experimental basis in four school districts (Chesterfield, Fairfield, Kershaw, and Lancaster) as a model for other school districts. The proposal indicated that as time passed, successful aspects of the components were to be adopted by other school districts. The Elementary Career Orientation program was to be located in two schools within Fairfield County. Emphasis in this component was to be placed on the dignity and worth of work, along with emphasis on knowledge of the broad families of occupations. A guidance specialist was to be employed to help teachers develop a guide for a developmental program focusing on the orientation of students to the world of work, and later to help teachers implement the program by participating in the placement of individuals and group counseling; to increase the number of school activities related to occupations; to plan for guest speakers and field trips; to act as a liaison between the school and the community (including parents); and to serve as a resource person for students, school staff, parents, community and industry.

The Work Experience Component, to be established in Camden High School located in Kershaw County, was "to serve to bridge the gap between going to school and earning a living by providing the security for the students to maintain contact with the school training program while venturing gradually into the world of work" (Proposal, p. 3). An industrial specialist was to be employed to work in conjunction with the high school counselors in locating part-time work in the community for students.

As stated previously, the general objective of the Vocational Interdisciplinary Component was "to increase motivation of 11th and 12th grade students enrolled in specific vocational skill training programs by the provision of interdisciplinary programs correlating English, math. science, and a vocational skill training activity" (Proposal, p. 5). The basic strategy of this component was to provide students with an opportunity to apply in a practical manner the concepts learned in their academic courses. Hopefully, this strategy would enable the students to relate the world of work to the academic subjects taught as part of their high school program.

According to the proposal, the Vocational Interdisciplinary Program (VIP) Component was to be installed in each of the four school districts involved in the program. In each school district, 20 to 25 underachieving 11th-graders were to be selected for possible placement in the component during the second year of the program. At the beginning of the third year of the program, each school disrtict was to have two VIP classes and two teams of four VIP teachers. The vocational skill training area taught in both Chesterfield County (Chesterfield High School) and Lancaster County (Lancaster High School) was to be electricity; and in Fairfield County (Winnsboro High School) and Kershaw County (Camden High School), electronics.

The strategy underlying the Intensive Training Component (to be implemented in Chesterfield County) was to base a skill training program on the needs of both the students and the community. A part-time guidance counselor and several part-time instructors were to be employed to provide intensive training for approximately 51 students who would have lacked an opportunity to acquire job entry level skills. This component was to utilize the South Carolina Employment Security Commission to determine student aptitudes and abilities, the Chesterfield County Schools' Adult Education program to help train the students, and an industrial advisory committee to provide guidance in the establishment and conduct of the Intensive Training Component.

The Placement and Follow-Up Component was to be established in Lancaster High School in Lancaster County. The general objectives of this component were to intensify guidance and placement activities in this school and to assess the effectiveness of the high school program. To accomplish these objecitves, a placement specialist, in conjunction with four guidance counselors, would contact both employers and students to learn their needs and objectives. From this information a more effective system of student placement was to be achieved. Later, a follow-up instrument was to be developed and sent to all the high school graduates. This instrument was to be constructed in such a way as to provide the schools with a work history of the high school graduates and the students' appraisals of the effectiveness of the high school curriculum.

The Second and Third Program Years

After the first year of the program, basic changes were made in the orientation, scope and strategy of the program. Rather than treating the four counties involved in the program as a combined single unit, each participating school district was to be dealt with as a complete individual unit. Consequently, each school district began to develop a comprehensive K-12 career education program independently. That is, each of the school districts except Lancaster began or continued its own Elementary Career Orientation Component, Work Experience Component, Vocational Interdisciplinary Program Component, Intensive Training Component and Placement and Follow-Up Component. Lancaster County continued only its VIP Component during the second year and left the program entirely at the end of that year.

The participating schools within each school district usually consisted of a single high school and several feeder elementary and junior high schools. The percent of students in the participating schools enrolled in the program ranged from approximately 35 percent to 50 percent.

Another fundamental change in the program occurred in the planning, implementation and evaluation of the program. From the general goals and objectives of the program, sets of explicit and behavioral product objectives were derived for each of the five program components (See "Desired Products"). These objectives enabled the program staff to re-direct their activities (or desired processes), to be able to ascertain whether or not the program was succeeding, and to locate those specific program areas in need of improvement.

In conjunction with the product goals and objectives, a list of desired activities was specified for each component of the program. It was assumed that the successful fulfillment of these activities would lead ultimately to the attainment of the product objectives and general goals. These activities have been identified sequentially for the various coordinators, teachers, counselors, and students involved in the component (See "Desired Processes").

These sets of product objectives and desired activities became the general working model of the program and served as the basis for the process and product evaluation conducted during the second and third program years.

Desired Products

Component I. Elementary Career Orientation.

Product Goal. To develop an elementary career orientation program whereby elementary school children will learn about job-family occupational opportunities through developmental occupation orientation activities.

Product Objectives.

1. Students in the career orientation program will be able to list more "good" work habits than will a comparable group of students not in the career education program.

2. Students in the career orientation program will be able to list more occupations than will a comparable group of students not in the career education program.

3. Students in the career orientation program will be able to list more of their family's occupations than will a comparable group of students not in the career orientation program.

4. Fourth, fifth, sixth, seventh, and eighth grade students in the career orientation program will have a greater knowledge of occupations and occupational environments than will other students in the fourth, fifth, sixth, seventh, and eighth grades.

5. Teachers in the career orientation program will have a more positive attitude toward career education than will those teachers not in the career orientation program.

Component II. Work Experience

Product Goals.

1. To establish a work experience activity which will assist a select number of both vocational and non-vocational economically **disadvantaged** students in entering gainful employment as a means of insuring training as well as providing financial resources in order that they be able to remain in school.

2. To establish a work experience activity which will assist interested **non-disadvantaged** vocational students in entering gainful employment related to their area of training.

Product Objectives.

1. The number of students involved in work experience programs will increase by 10 percent.

2. The dropout rate of students in the work experience program will be lower than the dropout rate of students not in the work experience program.

3. Students in the work experience program will have a greater knowledge of occupations and occupational environments than will those students not in the work experience program.

4. Student awareness of self-attributes, aptitudes and interests will increase.

Component III. Interdisciplinary Program

Product Goal. To increase motivation and achievement of ninth-twelfth grade students by the provision of interdisciplinary programs correlating language arts, math, and science with a career education lab. or a vocational area.

Product Objectives.

1. The absentee rate of students in the interdisciplinary program will be significantly lower than the absentee rate of a comparable group of students not in the program.

2. The dropout rate of students in the interdisciplinary program will be significantly lower than the dropout rate of a comparable group of students not in the program.

3. The attitude toward education of students in the interdisciplinary program will be significantly more positive than are those attitudes toward school held by a comparable group of students not in the program.

4. The attitudes of students in the interdisciplinary program toward others and themselves will be significantly more positive than the attitudes toward themselves of a group of comparable students not in the program.

5. The students and teachers in the interdisciplinary program will have more positive attitudes toward career education than will those of a comparable group of students not in the program.

6. The students in the interdisciplinary program will show greater achievement in language arts, mathematics, and science than a comparable group of students not in the program.

7. The students and teachers in the interdisciplinary program will have greater satisfaction with curricular offerings than a comparable group of students and teachers not in the program.

8. The students in the interdisciplinary program will have a greater interest in post-secondary education and training than a comparable group of students not in the program.

Component IV. Intensive Training

Product Goal. To train graduating seniors in job entry skills by the provision of opportunities for intensive training designed to meet student needs, student abilities and the critical job market needs in the specific geographic area.

Product Objective. The number of high school seniors not planning to obtain postsecondary education, who do not have salable skills prior to graduation, will decrease by 50 per cent.

Component V. Placement and Follow-Up

Product Goal. To assess the extent to which the total educational effort is meeting the needs of students by the provision of intensive guidance, placement of 100 per cent of the high school graduates in further training or employment, and follow-up activities designed to assess the extent to which the education and training provided is meeting the needs of students.

Product Objectives.

1. The number of students who participate in guidance sessions concerning further training, education or immediate employment will increase to 100 per cent.

2. To increase the number of students who specify future plans in terms of:

   a. four-year college,
   b. community college or technical training,
   c. military service,
   d. domestic home life, or
   e. immediate job placement.

3. To assess the extent to which graduates experience job satisfaction, have job stability and perceive the relationship to education and training in the school system.

DESIRED PROCESSES

Component I. Elementary Career Orientation
Coordinators.

1. Coordinators will, in conjunction with principals, select at least one teacher per grade level in each feeder elementary school to participate. Organizational structure of a limited number of elementary schools will dictate minor variations of teacher-grade level ratio.

2. Coordinators will, in conjunction with participating teachers and principals, establish a developmental taxonomy of occupational clusters to insure that 15 major clusters are included in the program K-6. Plans will include coverage of clusters in grades K-3 and again in grades 4-6 or more in-depth coverage of single clusters in grades K-6.

3. Coordinators will develop in-service activities for teachers, principals and other personnel to include workshops for lesson-unit development, teacher orientation, teacher exchange sessions, inter- and intra-classroom visitations and other similar activities deemed necessary for the successful operation of the project.

4. Coordinators will select a person who will work part-time in assisting teachers in the implementation of career units within the classroom. Procurement of materials and supplies and assistance with tool manipulation will be the main efforts of this person.

5. Coordinators will develop a system of supervisory visitations to participating classes to provide supportive assistance, consultation, and general continuous contact with the on-going program.

6. Coordinators will develop a process for providing pertinent information on project activities to parents of participating children.

Teachers.

1. Teachers will, in workshop sessions, develop a minimum of two instructional units of career orientation which will be utilized in their classrooms during the 1971-1972 school year. These units will correlate academic areas to the basic career being studied and will be utilized in a total "activity-integrated teaching" arrangement. Units will include orientation to:

a. involvement activities
b. community resources
c. field trips

Students.

1. Students will participate in the activity-type units developed by teachers as a part of the regular instructional program. Teachers will attempt to utilize the activity as a vehicle for teaching basic academic skills and their practical application in the area of careers. Students will meet specific objectives stated in each of the units. These objectives will include:

a. demonstrating a knowledge of good work habits as associated with specific units,
b. demonstrating a knowledge of related occupations,
c. demonstrating a knowledge and understanding of their immediate families' occupations and careers, and
d. demonstrating a knowledge of job entry requirements for occupations being studied as a part of the career cluster.

Component II. Work Experience

Coordinators.

1. Coordinators will identify students to participate by the following methods:

a. Counselors and coordinators will mutually select a number of **disadvantaged** (vocational and non-vocational) students who will participate.

b. Coordinators will orient **non-disadvantaged** students enrolled in the skill training areas to the possibilities for part-time employment. Students needing or desiring part-time employment will be referred to the coordinator by the skill training instructor.

2. Coordinators will contact each available community agency in order to establish part-time job opportunities for participating students. A joint meeting of the heads of these agencies will be held to assist in coordination of effort.

3. Coordinators will contact leaders of business and industrial concerns, chamber of commerce directors and independent business operators to explain the program and solicit support in providing part-time opportunities for participating students.

4. Coordinators will conduct group and individual counseling sessions related to work habits, interests, aptitudes, and career planning.

5. Coordinators will administer interest and aptitude instruments to participating students.

6. Coordinators will schedule job interviews for participating students with prospective employers.

7. Coordinators will coordinate on-site visitations.

Counselors.

1. Counselors will assist in the selection of a number of disadvantaged students to partici-

pate in the coordinated work experience activity. The student group will consist of a number enrolled in skill training programs and a number not enrolled in specific skill training programs. Criteria for selection will be family size and income.

Students.

1. Students selected and recommended will complete an interest and aptitude survey administered by the coordinator.

2. Students will participate in group and individual counseling sessions related to the work experience activity.

3. Students will participate in community agency work experiences or in experiences in private business concerns to include job applications, interview and assumption of employment.

4. Students will keep coordinators informed of job status over a continuing period.

Component III. Interdisciplinary Program

Coordinators.

1. Coordinators will, in cooperation with principals, determine the vocational skill teacher and academic teachers who will participate.

2. Coordinators, along with counselors, will select students to participate based on I.Q. scores (average or higher), achievement test scores (behind grade level), counselor-teacher recommendations and interest.

3. Coordinators will develop in-service activities for teachers, principals and other personnel to include a program development workshop, teacher orientation and teacher exchange sessions, intra- and inter-classroom visitations, and other similar activities deemed necessary for the successful operation of the project.

4. Coordinators will be responsible for purchasing supplies and materials requested by the interdisciplinary teams.

Teachers.

1. Teachers will study lists of selected students to assess needs, interests and individual abilities.

2. Teachers will, through an interdisciplinary team approach, develop a coordinated program which interrelates the skill training program with the academic areas. Programs will be student "success" oriented and will utilize pretest and posttest for each major unit category. This will insure comprehensive instruction related to individual deficits.

3. Teachers will implement the planned program during the academic year, noting in a daily log teaching approaches utilized and student responses. Teachers will meet as a team to coordinate daily instruction.

4. Teachers will revise and rewrite curricular plans to coincide with actual classroom procedures followed.

Students.

1. Students selected will enroll in academic and skill training (or career exploration laboratory) classes as a group, with the exception of social studies and individual electives.

2. Students will meet each subject area for the required amount of time as set forth by the minimum standards of the South Carolina Department of Education.

3. Students will participate in preplanned field trips, career orientation activities and joint classes utilizing resource persons.

Component IV. Intensive Training

Coordinators.

1. Coordinators will, in conjunction with the guidance personnel, construct a survey instrument which is designed to collect information such as future plans, present educational status, interests, and qualifications.

2. Coordinators will, in conjunction with the guidance personnel, identify those students who are interested in and could benefit from intensive training.

3. Coordinators will, in conjunction with guidance personnel, arrange for the administration and scoring of the General Aptitude Test Battery or other appropriate instruments.

4. Coordinators will, based on information obtained from the survey instrument, determine clusters of specific intensive training needs.

5. Coordinators will make contacts with the local industrial, business and education leaders to outline the scope of the intensive training program and to determine their immediate manpower needs which could be resolved by an intensive training program.

6. Coordinators will arrange for counseling sessions which will be designed to acquaint students with training opportunities and their individual aptitudes and interests as determined by instruments previously administered.

7. Coordinators will determine which applicable programs are already in existence and which new programs need to be established in order to meet the needs of the students and the job market. Needed programs not in existence will be established.

8. Coordinators will contact the local industry advisory committee to provide guidance for the establishment of the intensive training program.

Counselors.

1. Counselors will assist in the establishment of the survey to determine needs of students for intensive training.

2. Counselors will assist in administering aptitude instruments to identified students.

3. Counselors will assist in interpreting results of instruments administered and counseling students as to the proposed training activities.

Students.

1. Students will participate in group and individual counseling sessions in which they are acquainted with training opportunities and their individual aptitudes and interests as determined by the instruments previously administered.

2. Students will enroll in specific intensive training classes of their choice.

Component V. Placement and Follow-up

Coordinators.

1. Coordinators will, in conjunction with the guidance personnel, construct a survey instrument which is designed to collect information such as future plans, present educational status, interests, and qualifications.

2. Coordinators will construct follow-up instruments designed to assess graduates' job satisfaction, job stability, relationship of education and training to career choice, and other types of pertinent information.

3. Coordinators will establish contact with local industry, business and State Employment Service to develop job possibilities for graduating students.

4. Coordinators, in conjunction with members of the guidance staff, will counsel students who are (a) intensive training participants, (b) work experience participants, and (c) unskilled students needing employment, concerning opportunities and avenues available to them. Students participating in skilled training programs and students enrolling in postsecondary training and education programs will be counseled by the guidance personnel at their designated school locations.

5. Coordinators along with counselors will analyze follow-up data and prepare a report for use by other staff in planning and changing curricular offerings and related teaching approaches in the school district.

Counselors.

1. Guidance counselors will assist coordinators in the establishment of group guidance sessions designed to orient students to the placement and follow-up activities.

2. Counselors will assist in identifying previous years' graduates and their addresses for use in sending out follow-up instruments.

3. Counselors will conduct guidance activities, group and individual, for students planning to attend postsecondary training and education.

4. Counselors will assist coordinators in individual and group job opportunity counseling activities for work experience students, intensive training students and unskilled students.

Students.

1. Students will participate in group sessions in which the philosophy, rationale and activities of the program are explained and discussed.

2. Students will complete the career interest survey forms developed by the coordinator.

3. Graduates will complete follow-up forms and return them by mail to the school counseling office.

THE EVALUATION OF THE PROGRAM

Introduction

This evaluation is concerned with the overall effectiveness of the Exemplary Project in Career Education in terms of the changes it brought about in the participating students, teachers, schools, and local communities. Attention will be paid mainly to the second and third year objectives of the program which included a list of the desired changes in the participating students and teachers as well as a comprehensive and explicit description of the procedures to be implemented in each of the five program components.

The evaluation will consist of four sections which are respectively concerned with: (1) an assessment of the extent to which the program attempted to fullfill the legislative intent behind it; (2) a process evaluation which will allow one to learn the extent to which the program was successfully established and to gain an understanding of some of the factors responsible for the results of the program; (3) a product evaluation which will enable one to identify those components and school districts which have been successful in effecting the desired changes; and (4) a description of the permanent changes brought about as a result of the program's efforts to permanently incorporate its successful aspects into the schools.

The Program's Relation to Legislative Intent

Numerous interpretations have been presented describing the legislative intent behind the Vocational Education Act and Part D (Exemplary Programs and Projects) of the Vocational Education Amendments of 1968. This evaluation report has drawn its interpretation from two sources: Part D of the Vocational Education Amendments of 1968 and Grant Venn's guidelines as described in his 1969 policy paper. Relevant excerpts from these two documents have been detailed in Chapter One of this report.

The Exemplary Project in Career Education in South Carolina's Region V (including Chesterfield County, Fairfield County, Kershaw County, and Lancaster County) represent new approaches to bridging the gap between school and the world of work for all young people. In addition to focusing on public school students, the program established specific training opportunities for both adults and out-of-school youths. Furthermore, a follow-up system was developed which provided high school administrators with certain kinds of information from recent graduates. This information made available each graduate's assessment of the extent to which the schools had prepared him for the world of work. Such information was considered to be very helpful to school administrators searching for new approaches to preparing young people for work.

Four of the five guidelines described by Grant Venn (Associate Commissioner for Adult, Vocational and Technical Education) were adhered to completely in the program as described in the proposal and quarterly reports. Guideline One was partially taken into account in the Elementary Career Orientation Component. This component endeavored to instill a broad occupational orientation at the elementary level; however, no provisions were made to promote such an orientation to high school students.

The provisions described in Guideline Two were incorporated into the Work Experience Component which combined elements of work experience and cooperative education. Students in this component were to be given theoretical and practical experience through the vocational center and on-the-job experience with related industries and, where applicable, students were to be paid for part-time work.

The provisions in Guideline Three were incorporated in the Intensive Training Component (termed Operation Second Chance in the proposal). This component was designed at first to identify high school seniors not previously enrolled in any vocational training programs and not planning to enroll in formal postsecondary training courses. Later, "specific training opportunities were to be established consistent with the abilities and needs of the specific group of students (Proposal, p. 14).

The Placement and Follow-Up Component incorporated those provisions described in Guideline Four. Plans were made for the program coordinators to survey the local job market (including local business and state employment services) and to counsel all high school juniors and seniors with regard to their capabilities and probabilties.

With regard to Guideline Five, the district superintendents committed themselves, in the original proposal, to continuing the program after the termination of federal assistance.

In conclusion, the proposed program generally remained faithful to the legislative intent underlying Part D of the Vocational Educational Amendments. The extent to which the program successfully implemented the ideas expressed in the legislative intent will be assessed by the process and product evaluations which follow.

Process Evaluations

The third-party process evaluations, occurring during each of the three program years, were based on on-site visitations by evaluation teams. The first, representing the impressions obtained from a two-day visit of the different program components during the first year of the program centered on two major questions:

(1) Has the program staff conceived and in implemented into a single pyramid of schools (elementary, junior high and secondary) result implemented into a single pyramid of schools? Have they accomplished the specified product objectives for each component as stated on pages six and seven of the proposal?

(2) Will the five program components when implemented into a single pyramid of schools (elementary, junior high and secondary) result in the accomplishment of the five points as set forth in Grant Venn's memorandum of October 1969? (See "Legislative Intent".)

The evaluation team reached several overall conclusions which pertain, in varying degrees, to each of the five program components. Generally, they felt that the involvement of different categories of persons in the school and community should be increased in the areas of leadership, planning, implementation and evaluation; the operational designs along with their linkages to program objectives should be further developed and made more explicit; the program should be segmented and should be enlarged to include a greater range of students, particularly potential dropouts; and more information should be given to students about career alternatives both inside and outside the community.

The evaluation team also made specific recommendations for each of the five components. The recommendation for the Vocational Interdisciplinary Program Component dealt with the need for academic teachers to utilize the vocational content as a vehicle for teaching academic skills; the need for heterogeneous grouping of students and a student-centered teaching approach; and finally with the need to expand the Vocational Interdisciplinary Program Component to the junior high school where the majority of the dropouts occur.

A fairly comprehensive set of recommendations was directed at the Intensive Training Component. The evaluators felt that intensive training should be expanded to include more potential dropouts in a variety of vocational areas listed by the evaluators, and that the school administrators should modify school policies to enable this program component to operate during the normal school day.

The major recommendations for the Elementary Orientation Component focused on providing students with more practical and diverse career experiences and on combining academic skills with career activities. The recommended changes in the Placement and Follow-Up Component were very similar to the ones discussed earlier. They were concerned with the need to reach more students; to further develop communication channels among the program staff, potential employers and students; and to develop the three major thrusts of the component (intensive guidance, job placement and job follow-ups).

The Work Experience Component received the most severe criticism as a result of its failure (in the opinion of the evaluators) to implement a program design consistent with the objectives of the program. The evaluators suggested that the program staff should clarify and make consistent the intent, program design and operational strategy for this component.

In response to this evaluation and others, drastic revisions were made in the basic program philosophy and design. (See "Description of the program".) In general, as the program began its second year it was more faithful to the legislative intent and in possession of behavioral objectives for each component as well as sets of explicit sequential procedures to fulfill these objectives. Also the scope of the program was enlarged in many areas to include more students.

The format of the first process evaluation was modified during the second and third program years in such a manner as to facilitate a more incisive and comprehensive assessment of the success each participating school district had in developing each of its program components. The visiting process evaluation team (two per year) in each program component evaluated the extent to which each of the desired procedures was successfully established in each of the participating school districts. The process evaluations occurring during the second and third program year will be summarized below.

Chesterfield County

In each of the five components within Chesterfield County, the vast majority of the desired procedures had been successfully implemented. In the Elementary Career Orientation Component every procedure was successfully established with the possible exception of the program activities to the parents of participating students. The process evaluation teams commended the enthusiastic involvement of teachers, students and principals and the correlation and integration of career units with academic areas. They were disappointed in the failure of many teachers to evaluate activities relative to program activities.

In the opinion of the process evaluation teams, the program coordinators and counselors had conducted all of the preliminary field work necessary for the eventual success of the Work Experience Component. They had recruited students, conducted career counseling sessions, contacted potential employers, and scheduled job interviews. However, at the time of this writing, none of the ten Work Experience students in this component had been employed, mainly because no jobs were available.

The Vocational Interdisciplinary Program Component, in the opinion of the process evaluation teams, had reached a state of near perfection. They were particularly impressed by the VIP group leader, the extensive teacher and principal involvement and the on-going curriculum development.

The third year process evaluation teams visited the program too early in the school year to completely assess the Intensive Training Component, but they were satisfied with those aspects of the component which had been established.

The Placement and Follow-Up Component was judged to be a complete success. All of the prescribed student and community surveys had been conducted, and group and individual career counseling of all high school seniors had occurred. However, one of the 1972-73 process evaluation teams felt more counseling should have been made available to intensive training participants, work experience students and unskilled students needing employment, concerning opportunities and avenues available to them. The other process evaluation team felt that neither the program nor the schools appeared to have assumed responsibility for placing students in jobs or higher education programs.

Fairfield County

Although each of the program components was functioning in Fairfield County, weaknesses were identified by the two process evaluation teams. The coordinator in the Elementary Career Orientation Component had recruited teachers, helped them develop and teach career education units and furnished them with the necessary materials and supplies. However, parent and administrative involvement in this component was judged to be insufficient, as was the integration of career education units into the existing curriculum.

Some difference of opinion existed with regard to the success of the Work Experience Component. One process evaluation team observed that students had been recruited, counseled and placed in jobs, and felt that active involvement of business and industrial concerns had occurred. The team also thought that no interest and aptitude instruments were administered to participating students. The other team felt that the students had not been identified for participating in this component and that consequently the overall objective of the component had not been attained.

The Vocational Interdisciplinary Program Component in Fairfield County had never functioned in the desired manner, according to the process evaluation teams. They observed that, after the teachers and students were selected, a coordinated program interrelating several subject matters never developed. One team also found no evidence that students participated in field trips, career orientation activities, or joint classes utilizing resource persons.

As was the case in Chesterfield County, no students were enrolled in specific intensive training courses of their choice in Fairfield County. Also, one process evaluation team decided that the testing and counseling of the selected students failed to occur in a satisfactory manner.

The Placement and Follow-Up Component in Fairfield County was judged to be adequate by the process evaluation teams. They indicated that the survey and follow-up instruments were created; students received general counseling; and contacts were made with local industry, business and the State Employment Service. On the other hand, the teams reported that not enough attention was paid to the intensive training participants, work experience participants and unskilled students. One team also emphasized the need for more placement activities in addition to the placement counseling which had been occurring.

Kershaw County

The program in Kershaw County had grown in a manner similar to the program in Fairfield County. The process evaluation teams gave the highest rating to the Elementary Career Orientation Component, where all but one of the desired procedures were successfully established. The evaluation teams considered the major strengths of this component to be the enthusiasm and competence of the program staff and teaching staff (except the seventh grade); however, weaknesses were pointed out in the degree of administrative and parental involvement and the integration of the career units into the existing curriculum.

Both teams reported that the Work Experience Component had succeeded in identifying students, counseling them and helping them find employment; however, one of the teams thought that the coordinator did not administer aptitude and interest instruments to the participating students. (The criticism concerning aptitude and interest test administration was erroneous in that the district project coordinator had computed individual student profiles on a wide range of standardized instruments, which he had personally administered.)

The two process evaluation teams for 1972-73 differed in their assessments of the Interdisciplinary Component. One team felt that many of the desired procedures in the Interdisciplinary Program Component had not been successfully established. In the opinion of this process evaluation team, the problems resulted from the failure of the teachers to assess the needs, interests and individual abilities of the selected students and their failure to develop a coordinated program which interrelated several disciplines. The other team thought that all of the desired procedures in this component had been successfully implemented and all that remained was to convince the teachers and administrators to adopt the interdisciplinary approach.

The Intensive Training Component in Kershaw County had only been partially implemented at the time of the 1972-73 process evaluation. Participants had been selected and counseled; also, local industrial, business and education leaders had been utilized in planning intensive training. One team indicated that the counselors had not been adequately involved in the program, and that students had not been enrolled in specific training classes of their choice. The other team reported that all procedures had been successfully established.

The district coordinator had in terms of the Placement and Follow-Up Component administered the necessary survey and follow-up instruments to the high school seniors and recent graduates. One of the 1972-73 process evaluation teams felt, however, that the district coordinator and counselors had failed to conduct sufficient group counseling sessions designed to promote student understanding of the program and that they had not provided intense career counseling and guidance for those students most in need of it. The other team saw no such problem, but stated that more should have been done to place students in higher education programs or jobs.

Product Evaluation

The format of the product evaluation of the second and third years of the program will be very similar to the one used for the process evaluation. An evaluation will be made of each of the participating counties, independently, in terms of the components of the program they are implementing and the objectives the program is striving to fulfill.

Strategy

In order to determine whether the product objectives had been attained, the product evaluation of this program utilized three approaches: (1) an "absolute evaluation" to determine if certain product objectives were achieved; (2) a "relative evaluation" which compared student behavior in the program to the behavior of students not in the program but in the same school and grade (i.e., the control group); (3) a second type of "relative evaluation" which compared the behavior of the students at an early period to the behavior of the same students at a later period of that same school year.

Product objectives were considered attained when the treatment group obtained significantly higher scores than the control group or when a specified level of performance was reached.

Procedure

In order to limit redundancy, a description of the testing procedures will be presented for all counties in the program, by component, before the presentation of the observed products.

Component I. Elementary Career Orientation

Product Objective 1. Students in the career orientation program will be able to list more "good" work habits than will a comparable group of students not in the career orientation program.

Product Objective 2. Students in the career orientation program will be able to list more occupations than will a comparable group of students not in the career orientation program.

Product Objective 3. Students in the career orientation program will be able to list more of their family's occupations than will a comparable group of students not in the career orientation program.

A three-item instrument was developed to assess attainment of these objectives, with one item covering one objective (Myrick, 1972), Appendix L, page 159). One item asked each student to list as many occupations as he could; another asked each student to state the occupations of his mother and father, and the number of his brothers and sisters and their respective occupations; and the third asked each student to list as many "good" work habits as he could. All three of these items were to be administered to students in grades 1-5. Only the last two items were administered to students in grades 6-8. Students in grades 1-3 were tested verbally, on an individual basis, during the school day. Students in grades 4-8 completed the questionnaires during testing periods.

The questionnaires were individually scored by the evaluation staff. Correctness of responses to the item concerning occupations of the members of the family was based on listing an occupation—not a job duty, "chore," or name of place of employment—for each member of the family. The total possible score was 4, 1 point for each of the four parts of the question. An occupation must have been listed for each brother and/or sister to have that part marked correct. A frequency count was made of the number of occupations and work habits listed.

Product Objective 4. Students (grades 4-8) in the career orientation program will have a greater knowledge of occupations and occupational environments than will other students not in the program.

Two different instruments were used to assess the attainment of this objective. The first, used in grades 4-6, was one of the forms of the **Occupational Cognizance—Fourth Grade Test** developed by the Comprehensive Evaluation Project staff and reproduced in their **Final Report: Comprehensive Evaluation Report** (Heath, 1969, Appendix 5, page 15). Each item contained four options, only one of which was correct. Each correct answer received a score of one, and the maximum total score a student could receive for the test was 12.

The P.E.C.E. Knowledge Test, a 75-item test developed by the Georgia State Department of Vocational Education, was utilized to measure this objective in grades 7-8. The instrument was developed to measure the effects of the P.E.C.E. program implemented in Georgia during the 1969-1970 school year. The instrument, as used in the South Carolina Program, was divided into three sections: (1) a 19-item matching session; (2) a 27-item true-false section; and (3) a

29-item multiple-choice section (Myrick, 1972, Appendix J, page 141). The scoring method utilized is the correct-incorrect type, with a score of one assigned to correct answers and zero to incorrect answers. The total possible score on this test is, therefore, 75. Reliability coefficients obtained on this test for the Apex, North Carolina, attendance area students, as determined by the Kuder-Richardson-20 formula, ranged from .80 to .88 for students in grades 6-12.

The test was administered to students in the treatment and control groups during the latter part of October 1971, and again in March 1972, and March 1973.

Product Objective 5. Teachers in the career orientation program will have a more positive attitude toward career education than will those teachers not in the career orientation program.

A 25-item untitled attitude scale was developed to measure the positiveness of teacher attitudes toward career education. The scale is a composite of items selected from the 39-item "Opinions About Vocational Education" instrument (Coster, 1967), from the 60-item "Vocational Education Information Inventory" developed by Harold M. Byram (1968, page 112), and from the 20-item "Attitude Toward Vocational Education" instrument developed by Melville G. Parker and Richard A. Baker (Parker, 1970). A high score indicates a positive attitude toward career education (total possible score = 125).

The scale was administered during March 1973 to teachers involved in the career orientation program and a group of teachers not involved in the program (the control group).

Component II. Work Experience

Product Objective 1. To increase by ten percent the number of students involved in the work experience program.

This objective will be measured by comparing the number of students involved in the work experience program during the 1971-1972 school year with the number of students involved during the 1972-1973 school year.

Product Objective 2. The dropout rate of students in the work experience program will be lower than the dropout rate of students not in the work experience program.

To evaluate the attainment of this objective the proportion of work experience students who have dropped out of school during the 1972-1973 school year will be compared with the proportion of the remainder of the student body who have dropped out of the high school in which the work experience component has been installed.

Product Objective 3. Students in the work experience program will have a greater knowledge of occupations and occupational environments than will those students not in the work experience program .

The P.E.C.E. Knowledge Test, described above, was used to measure this objective. This test was to be administered to Work Experience students and a control group.

Component III. Interdisciplinary Program

Product Objective 1. The absentee rate of students in VIP (IP) will be significantly lower than the absentee rate of a comparable group of students not in VIP (IP).

Product Objective 2. The dropout rate of students in VIP (IP) will be significantly lower than the dropout rate of a comparable group of students.

Both of these objectives will be measured by comparing the records compiled during the 1972-1973 school year for VIP (IP) students and an equivalent control group.

Product Objective 3. The attitudes toward education of students in VIP (IP) will be significantly more positive than are those held by a comparable group of students not in VIP (IP).

The Education Scale, a 22-item, Likert-type scale developed by Rundquist and Sletot, was used to measure the positiveness of attitudes toward education (Shaw and Wright, 1967).

For items which are worded positively toward education, the alternative responses are weighted from 5 (Strongly Agree) to 1 (Strongly Disagree). The weights are reversed for items worded negatively. The student's score is the sum of the weighted alternatives endorsed by him, with a high score (total possible score = 110) indicating a positive attitude towards education. The scale was administered to all the students in VIP and a control group.

Product Objective 4. The attitudes of students in the VIP (IP) towards others and themselves will be significantly more positive than are those attitudes toward others and themselves of a group of comparable students not in VIP (IP).

A 64-item, untitled attitude scale was used to assess the positiveness of student attitudes toward others and themselves. The scale is a composite adaptation of 41 selected items from the 64-item "Acceptance of Self and Others" scale developed by E. Berger (Shaw, 1967, page 433) and 23 selected items from "The Self-Others Questionnaire," a 50-item scale developed by E. L. Phillips (Shaw, 1967, page 429). The instrument is essentially a Likert-type scale, except that it uses a modified response mode. Thirty-five items measure attitude toward self, and 29 items measure attitude toward others; therefore, two scores are obtained (Myrick, 1972, Appendix G, page 102). The score for each item ranges from 1 to 5, with a low total score indicating a more favorable attitude toward self or others; i.e., a total score of 29 and 35 on the items measuring attitude toward others and self, respectively, would indicate the most positive attitude in each case.

Product Objective 5. The students and teachers in VIP (IP) will have more positive attitudes toward career education than will those of a comparable group of students (and teachers) not in VIP (IP).

A 20-item, untitled attitude scale was used to measure the positiveness of student attitudes toward career education. The instrument is a composite adaptation of 12 selected items from the 39-item "Opinions about Vocational Education" instrument (Coster, 1967) one item from the 60-item "Vocational Education Information Inventory" (Byram, 1968), and seven items from the 20-item "Attitude Toward Vocational Education" instrument (Parker, 1970).

The scale utilizes the Likert attitude scaling technique, with the response modes being SA: I **Strongly Agree** with the statement; A: I **Agree** with the statement; ?: I am **Undecided** about the statement; D: I **Disagree** with the statement; and SD: I **Strongly Disagree** with the statement.

Ten items are worded positively toward career education and 10 negatively. The alternative responses are weighted from 5 (SA: I **Strongly Agree** with the statement) to 1 (SD: I **Strongly Disagree** with the statement) for those items worded positively; weights are reversed for those which are negatively worded. The individual's score is the sum of the weighted alternatives chosen by him, with a high score (otal possible score—100) indicating a positive attitude.

The 25-item untitled teacher atititude scale discussed earlier was used to measure the positiveness of teacher attitudes toward career education.

Product Objective 6. The students in VIP (IP) will make a greater achievement in language arts, mathematics, science, and one technical subject than will a comparable group of students not in VIP (IP).

The Metropolitan Achievement Test Form BM was used to measure student achievement in language arts and mathematics. These tests present the students with questions on reading (40 items), spelling (55 items), language (73 items), language study skills (32 items), mathematical computation and concepts (35 items), and mathematical analysis and problem-solving (30 items). The High School Language Arts Battery were given to the VIP (IP) and control group students during the latter part of October 1971, the latter part of March 1972, and March 1973.

Achievement in one technical subject (electronics or electricity) was measured by means of the Ohio Trade Achievement Tests developed at the Instructional Materials Laboratory, The Ohio State University. The Ohio Basic Electronics Achievement Test contains 100 multiple-choice items designed to measure knowledge of tuning circuits, vacuum tubes, semiconductor characteristics, power supplies, amplifiers, detector circuits, and oscillator circuits. The Ohio Basic Electricity Test contains 240 multiple-choice items designed to measure the students' knowledge of D.C. electricity, laws of magnetism, A.C. electricity, measurement, construction wiring, diagnosis and maintenance, circuit tracing, applied math and applied science.

During the 1971-1972 school year, the Ohio Basic Electricity Test was administered to the VIP groups taking the electricity course in Lancaster and Chesterfield Counties and the Ohio Basic Electronics Test was given to the VIP students taking the electronics course in Kershaw and Fairfield Counties. The tests were given to the students during the latter part of October 1971, and again during March 1972. Only the VIP students received the test since none of the students in the control group were taking either the electronics or electricity courses during the 1971-1972 school year. During the 1972-1973 school year, only the VIP students in Chesterfield were receiving technical instruction correlated with academic subjects. They were given the Ohio Basic Electricity Test during October 1972 and March 1973.

Product Objective 7. The students in VIP (IP) will have more interest in obtaining job entry level skills than will a comparable group of students not in VIP (IP).

Product Objective 8. The students and teachers in VIP (IP) will have greater satisfaction with curricular offerings than will a comparable group of students and teachers not in VIP (IP).

Product Objective 9. The students in VIP (IP) will have a greater interest in postsecondary training than will a comparable group of students not in VIP (IP).

A two-page general information questionaire was administered to VIP (IP) and control students during the last week of October 1971, and again during March 1972, October 1972, and March 1973. Questions five and six of the questionnaire investigated the area of student interest in obtaining job entry level skills; questions 14 through 18 investigated the feelings of students about curricular offerings; and questions one through four were concerned with the area of student interest in postsecondary training.

Component IV. Intensive Training

Product Objective 1. To decrease by 50 percent the number of non-postsecondary education-bound high school seniors who do not have salable skills prior to graduation from high school.

To measure the attainment of this objective the number of students receiving "intensive training" during the 1972-1973 school year was compared to the number enrolled the previous year.

Component V. Placement and Follow-Up

Product Objective 1. To increase to 100 percent the number of students who participate in guidance sessions concerning future training, education or immediate employment

Each of the county district project coordinators kept a record of the number of high school seniors receiving career guidance. The evaluation staff will be given this number for each of the counties with a Placement and Follow-Up Component near the end of the school year.

Product Objective 2. To increase to 100 percent the number of students who specify future plans in terms of (1) four-year college, (2) community college or technical training, (3) military service, (4) domestic home life, and (5) immediate job placement.

Product Objective 3. To assses the extent to which graduates experience job satisfaction, have job stability and perceive the relationship to education and training in the school system.

The three district project coordinators and the regional coordinator developed a preliminary follow-up questionnaire and administered it during the last month of the 1971-72 school year. A second and further refined questionnaire was sent to each student four months later. Both questionnaires were designed to assess the student's future plans, and record their impressions of the value of their high school program.

Observed Products

Chesterfield County

Component I. Elementary Career Orientation. Table 1 summarizes the product evaluation of the Elementary Career Orientation Component in Chesterfield County. The students in this program component generally did not list significantly more "good" work habits (Product Objective 1) or names of family occupations (Product Objective 3) than did the students in the control group except at the fourth grade level. In the case of the students' ability to list occupations, a more encouraging situation existed (Product Objective 2). Here, first, second and fourth grade students in the program listed significantly more occupations than did their counterparts in the control group. (No such differences were observed in the third and fifth grades.) The students' general knowledge of occupations and the occupational environment (Product Objective 4) conformed to the general pattern—success at some grades only. Fourth and sixth grade students in the program were significantly more knowledgeable about occupations and the occupational environment than were the control group students, whereas no major differences existed at the other grade levels (fifth and seventh).

Perhaps one of the reasons students in the program did not consistently demonstrate more knowledge about careers resulted from the nature of their instruction and the attitudes of their teachers toward career education (Product Objective 5). According to their responses to the Attitude Toward Career Education scale, teachers in the career education program were not significantly more positively inclined toward career education than were non-participating teachers.

Component III. Work Experience. Some success was observed in the Work Experience Component in Chesterfield County (See Table 1). The number of students increased from eight, during the 1971-1972 school year, to ten during the 1972-1973 school year, an increase of 25 percent (Product Objective 1). However, ten percent (1) of the Work Experience students dropped out of school as opposed to three percent (19) of the entire high school student body (Product Objective 2).

Component III. Vocational Interdisciplinary Program. The 39 eleventh and twelfth grade VIP students and the control group students exhibited many similarities. The two groups were absent approximately the same number of days (Product Objective 1); they exhibited similar attitudes towards education (Product Objective 3), and towards others and themselves (Product Objective 4). They demonstrated similar achievement in language and math (Product Objective 6) and the majority of both groups expressed strong interest in obtaining job entry level skills (Product Objective 7) and satisfaction with the curricular offerings (Product Objective 8).

Certain factors, however, suggested that the program was having a beneficial effect on the VIP students, particularly in the eleventh grade. Only one VIP student dropped out of school as opposed to four control group students (Product Objective 2); twelfth grade students exhibited a more positive attitude towards career education (Product Objective 5); eleventh grade VIP students scored significantly higher on the mathematical computation section of the Metropolitan Achievement Test (Product Objective 6); eleventh grade VIP students made significant improvement in their knowledge of electricity, their vocational subject (Product Objective 6); and high school VIP seniors expressed more interest in continuing their education after graduation than did the control group seniors (Product Objective 9).

Component IV. Intensive Training. Thirty-five students were enrolled in intensive training during the 1972-1973 school year as compared to none during the prior year.

Component V. Placement and Follow-Up. Major successes have ocurred in this component particularly during the final year of the program. All high school seniors (143) received career counseling (Product Objective 1), and a majority, in October 1972, decided on their career upon high school graduation (Product Objective 2). Of the 134 responding seniors, 23.88 percent planned to attend college, 35.82 percent planned to attend a postsecondary vocational school, 5.22 percent expected to join the military, 14.93 percent were going to seek employment, and 20.15 percent were undecided.

In each of the three counties (Chesterfield, Fairfield and Kershaw) a computerized follow-up system was instituted during October 1972. The follow-up survey form, mailed to 1971-1972 high school seniors, asked the graduates to indicate their current employment status and rate the utility of the high school courses they took as well as the topics covered. The form did not, however, ask the students to describe their job satisfaction or stability as specified in Product Objective 3. The responses, which included 69 percent of the graduates, were tabulated, analyzed and then made available to the participating school districts.

Table 1. The Product Evaluation of Five Program Components in Chesterfield County by Product Objective During the 1972-1973 School Year

Product Objective	Nature of Product Objective	Subjects of Product Objectives (Grades)	Attainment of Product Objective[1]
Elementary Career Orientation			
1	Knowledge of work habits	Students (1-7)	Partial (Grade 4)
2	Ability to list occupations	Students (1-5)	Partial (Grades 1, 2 and 4)
3	Ability to list family occupations	Students (1-7)	Partial (Grade 4)
4	Knowledge of occupations	Students (4-7)	Partial (Grades 4 and 6)
5	Attitude towards career education	Teachers	Not evident
Work Experience			
1	Enrollment in work experience	High school students	Yes
2	Dropouts	High school students	Not evident
Vocational Interdisciplinary Program			
1	Absences	Students (11-12)	Not evident
2	Dropouts	Students (11-12)	Yes
3	Attitude towards education	Students (11-12)	Not evident
4	Attitude towards self and others	Students (11-12)	Not evident
5	Attitude towards career education	Students (11-12)	Partial (Grade 12)
6	Educational achievement	Students (11-12)	Partial (Grade 11)
7	Interest in obtaining skills	Students (11-12)	Not evident
8	Satisfaction with curriculum	Students (11-12)	Not evident
9	Interest in postsecondary training	Students (11-12)	Partial (Grade 12)
Intensive Training			
1	Enrollment	High school students	Yes
Placement and Follow-Up			
1	Career counseling	Students (12)	Yes
2	Career planning	Students (12)	Yes
3	Follow-up instrument	Program staff	Partial

[1] Explanation of terms:

Yes	—Treatment group performed significantly better than the control group, across all grades covered by the particular objective.
Partial	—Treatment group performed significantly better than the control group in one or more, but not all, of the grades covered by the particular objective.
Not evident	—Treatment group did not perform significantly better than the control group, across the grades covered by the particular objective.

Fairfield County

Component I. Elementary Career Orientation. The amount of success observed in the Elementary Career Orientation Component was very similar to the amount in Chesterfield County (See Table 2). In most grades the students in the program did not exhibit significantly greater ability than the control group to list "good" work habits (Product Objective 1), occupations (Product Objective 2), and family occupations (Product Objective 3). Also the students in the program did not score significantly better on the two tests measuring knowledge of occupations and the occupational environment (Product Objective 4). Exceptions occurred at the first grade where program students were able to list more occupations than could the control group; the third grade where program students listed more "good" work habits than did the control group; and at the fourth grade where program students listed significanlty more work habits and family occupations than did the control group. As was the case in Chesterfield County, the teachers in the program did not exhibit a more positive attitude toward career education than did the non-participating teachers.

Component II. Work Experience. The Work Experience Component matured during the final year of the program (See Table 2). Sixteen students enrolled during the third year of the program as compared to none during the prior year (Product Objective 1). None of these students were among the 24 students who dropped out of school (Product Objective 2). However, these students did not demonstrate a greater knowledge of occupations and the occupational environment when their scores on the P.E.C.E. Knowledge Test, administered during the latter part of the school year, were compared to earlier scores.

Component III. Interdisciplinary Program. The IP Component (28 tenth grade students) showed improvement during the final year of the program (See Table 2). As was the case during the second year of the program, the VIP (IP) students, when compared to the control group students, were less often absent (Product Objective 1). Of the 14 tenth grade dropouts during the 1972-1973 school year, one student was in the control group and none were in the IP component (Product Objective 2). Unlike the second program year, the IP students, when compared to the control group, demonstrated a more positive attitude toward others (Product Objective 4); greater achievement in four of the six areas covered in the Metropolitan Achievement Test—reading, spelling, mathematical computation, and mathematical analysis (Product Objective 6); and greater satisfaction with curricular offerings (Product Objective 8).

Certain areas showed no improvement. IP students, when compared to the control group, still did not have more positive attitudes toward education in general (Product Objective 3), themselves (Product Objective 4), and career education (Product Objective 5). Also, both the IP and control groups expressed strong interest in obtaining job entry level skills and postsecondary education (Product Objectives 7 and 9).

Component IV. Intensive Training. Twenty-eight students were enrolled in intensive training during the 1972-1973 school year as compared to none during the previous year.

Component V. Placement and Follow-Up. All objectives were generally achieved in this component during the final year of the program (See Table 2). All 220 seniors received career counseling and most of them had specified their future career plans by October 1972 (Product Objective 2). Of the 211 responding seniors, 33.17 percent planned to attend college, 18.48 percent planned to attend a postsecondary vocational school, 9.00 percent expected to join the military, 12.80 percent were going to seek employment, and 26.54 percent were undecided. The third product objective was partially achieved. (See the Chesterfield County Placement and Follow-Up Component for more information about this objective.)

Table 2. The Product Evaluation of Five Program Components in Fairfield County by Product Objective During the 1972-1973 School Year

Product Objective	Nature of Product Objective	Subjects of Product Objectives (Grades)	Attainment of Product Objective[1]
Elementary Career Orientation			
1	Knowledge of work habits	Students (1-6)	Partial (Grades 3 and 4)
2	Ability to list occupations	Students (1-5)	Partial (Grade 1)
3	Ability to list family occupations	Students (1-6)	Partial (Grade 4)
4	Knowledge of occupations	Students (4-7)	Not evident
5	Attitude towards career education	Teachers	Not evident
Work Experience			
1	Enrollment in work experience	High school students	Yes
2	Dropouts	High school students	Yes
3	Knowledge of occupations	High school students	Not evident
Interdisciplinary Program			
1	Absences	Students (10)	Yes
2	Dropouts	Students (10)	Yes
3	Attitudes towards education	Students (10)	Not evident
4	Attitude towards self	Students (10)	Not evident
4	Attitudes towards others	Students (10)	Yes
5	Attitude towards career education	Students (10)	Not evident
6	Educational achievement	Students (10)	Partial (Reading, spelling and math)
7	Interest in obtaining skills	Students (10)	Not evident
8	Satisfaction with curriculum	Students (10)	Yes
9	Interest in postsecondary training	Students (10)	Not evident
Intensive Training			
1	Enrollment	High school students	Yes
Placement and Follow-Up			
1	Career counseling	Students (12)	Yes
2	Career planning	Students (12)	Yes
3	Follow-up instrument	Program staff	Partial

[1] Explanation of terms:

Yes —Treatment group performed significantly better than the control group, across all grades covered by the particular objective.

Partial —Treatment group performed significantly better than the control group in one or more, but not all, of the grades covered by the particular objective.

Not evident—Treatment group did not perform significantly better than the control group, across the grades covered by the particular objective.

Kershaw County

Component I. Elementary Career Orientation. During the final program year, approximately half (273) of the elementary school students in the participating schools in Kershaw County were involved in the program (See Table 3). Even though all grade levels were represented, control groups could only be identified for students in grades one through three. Lugoff Elementary and Lugoff Elgin Middle School were only partially involved in the program during 1971-1972, but became totally involved during the final year, thereby precluding the existence of suitable control group students for grades four through six, and grade eight. The only possible measure of success in those grades was therefore a comparison of the final mean scores with the post-test scores from the previous year, by grade level and appropriate product objective (it was not possible to assess the attainment of the product objectives involved for grade six, inasmuch as no testing was performed at that grade level last year).

Product Objectives one, three, and four were generally achieved during the final year of the program (See Table 3). Students in grades one through five listed significantly more "good" work habits (Product Objective 1): grades two through five, more family occupations (Product Objective 3); and students in grades four, five and eight exhibited greater knowledge of occupations and the occupational environment. Product Objective 2 was attained across the grade levels (1-5) affected, with grade averages dramatically higher than those obtained on the second project year post-test.

As was noted in the other two counties, teachers participating in the program failed to exhibit more positive attitudes toward career education than did other teachers.

Component II. Work Experience. The Work Experience Component in Kershaw County was generally successful (See Table 3). Student enrollment in work experience climbed from twelve in 1971-1972 to twenty in 1972-1973 (Product Objective 1). None of these students, all seniors, were among the 19 seniors who dropped out of school during the 1972-1973 school year (Product Objecitve 2). However, as was observed in Chesterfield and Fairfield Counties, the Work Experience students showed no major gains in their knowledge of occupations and the occupational environment (Product Objective 3).

Component III. Interdisciplinary Program. Few major differences were observed between students in the Interdisciplinary Program (IP) and those students in the control group. Both groups were absent about an equal number of times (Product Objective 1): both possessed similar attitudes toward career education (Product Objective 2); both scored approximately the same on the language and mathematics sections of the Metropolitan Achievement Test (Product Objective 6); both showed strong interest in obtaining entry level job skills (Product Objective 7) and postsecondary training (Product Objective 9); and both were satisfied with curricular offerings (Product Objective 8).

Differences occurred with respect to dropouts and certain attitudes. One control group student did drop out of school compared to none for the IP group (Product Objective 2). Interdisciplinary Program students possessed significantly more positive attitudes toward education than did the control group students (Product Objectives 3) and, surprisingly, the control group students possessed significantly more positive attitudes toward themselves and others (Product Objective 4) than did the IP students.

Component IV. Intensive Training. The number of students receiving intensive training increased from 10 in 1971-1972 to 40 in 1972-1973.

Component V. Placement and Follow-Up. As was the case in Chesterfield and Fairfield Counties, the Placement and Follow-Up Component became very successful during the final program year. All 360 seniors received career counseling (Prodcct Objective 1) and most decided as early as October 1972 upon their future career plans. Of the 326 responding seniors, 45.09 percent planned to attend college, 16.26 percent planned to attend a postsecondary vocational school, 8.59 percent planned to enter the military, 7.67 percent were going to seek employment, and 22.39 percent were undecided (Product Objective 2).

Product Objective 3 was partially achieved. (See the discussion of the Chesterfield County Placement and Follow-Up Component for more information about this objective.)

Table 3. The Product Evaluation of Five Program Components in Kershaw County by Product Objective During the 1972-1973 School Year

Product Objective	Nature of Product Objective	Subjects of Product Objectives (Grades)	Attainment of Product Objective[1]
Elementary Career Orientation			
1	Knowledge of work habits	Students (1-6 and 8)	Partial (Grades 1-5; Grade 6 not observed)
2	Ability to list occupations	Students (1-5)	Yes
3	Ability to list family occupations	Students (1-6, and 8)	Partial (Grades 2-5; Grade 6 not observed)
4	Knowledge of occupations	Students (4-6, and 8)	Partial (Grades 4, 5 and 8; Grade 6 not opserved)
5	Attitude towards career education	Teachers	Not evident
Work Experience			
1	Enrollment in work experience	High school students	Yes
2	Dropouts	High school students	Yes
3	Knowledge of occupations	High school students	Not evident
Interdisciplinary Program			
1	Absences	Students (9)	Not evident
2	Dropouts	Students (9)	Yes
3	Attitude towards education	Students (9)	Yes
4	Attitude toward self and others	Students (9)	Not evident
5	Attitude towards career education	Students (9)	Not evident
6	Educational achievement	Students (9)	Not evident
7	Interest in obtaining skills	Students (9)	Not evident
8	Satisfaction with curriculum	Students (9)	Not evident
9	Interest in postsecondary training	Students (9)	Not evident
Intensive Training			
1	Enrollment	High school students	Yes
Placement and Follow-Up			
1	Career counseling	Students (12)	Yes
2	Career planning	Students (12)	Yes
3	Follow-up instrument	Program staff	Partial

[1] Explanation of terms:

Yes	—Treatment group performed significantly better than the control group, across all grades covered by the particular objective.
Partial	—Treatment group performed significantly better than the control group in one or more, but not all, of the grades covered by the particular objective.
Not evident	—Treatment group did not perform significantly better than the control group, across the grades covered by the particular objective.

CONCLUSIONS

The history of the Exemplary Project in Career Education in South Carolina was characterized by consistent growth, increased sophisticaiton and frequent achievement of its objectives. This development culminated in the successful establishment of the five program components at the three program sites during the final program year (1972-1973). The establishment of each program component at the three program sites, covering such a large geographical area and involving just a small program staff, must in itself be considered a major accomplishment.

The program mushroomed at the various counties, particulary in the participating elementary schools. In Fairfield County, for example, the size of the project enrollment in the Elementary Career Orientation Component increased from 18.79 percent (288 of the total school enrollment) during the second program year to 35.67 percent (606) during the last year of the program. Meanwhile, the number of students in the Work Experience and Intensive Training Components increased at much quicker rates than were specified in the proposal and initial product objectives.

A vital turning point for the program occurred toward the end of the first program year which enabled the program to eventually succeed. An explicit set of product objectives and desired procedures were specified, which allowed the program staff to set its sights on certain measurable objectives and follow an explicit, but not fixed, strategy. The sets of product objectives and desired procedures, specified for each component, served as the basis for several evaluations and program revisions and also documented the process in a manner that facilitated an understanding of the entire program.

Although all the program components were in operation during the final year, the shortage of time (two years in certain cases) prevented some of the components in some counties from reaching complete implementation. For example, in the Placement and Follow-Up Component, one process evaluation team indicated that not enough attention was being given to placing seniors in jobs. Also, in Fairfield County several process evaluation teams suggested that more had to be done to correlate the various content areas being taught in the interdisciplinary component.

Perhaps the ultimate measure of program success occurred in the product evaluation which assessed the fulfillment of product objectives. This aspect of the evaluation attempted to determine whether or not certain desired changes had occurred, primarily in those students directly involved in the program. A battery of cognitive and affective instruments, as well as school records, was utilized to measure a variety of student attitudes, knowledge, and participation. The conclusions drawn from this aspect of the evaluation varied over school districts, program components and time. However, certain trends became apparent.

1. Kershaw and Chesterfield Counties were fairly successful in their efforts to teach elementary school students about careers.
2. The Work Experience students had not acquired a significantly greater amount of knowledge about occupations and occupational environments.
3. VIP (IP) students were, in several instances making greater achievements in mathematics and language arts than would have occurred if they had not been enrolled in the VIP (IP) Component.
4. The attitudes of the VIP (IP) and control students toward acquiring a postsecondary education, obtaining vocational skills and curricular offerings were generally positive, but not distinguishable from each other.
5. During the final program year all counties were generally successful in their Placement and Follow-Up Components although the follow-up instrument did not collect all the desired information.

6. Student achievement in the various components was not constant over time . For example, during the second program year, VIP students in Chesterfield County scored significantly higher on the Metropolitan Achievement Tests than did the control group students; whereas during the third program year, the two groups' scores were nearly indistinguishable from each other.

One of the most important generalizations that can be extracted from these trends pertains to the capability of career education programs, like the one in South Carolina, to effect the types of changes called for in the product objectives. It is clear from the product evaluations over the past two years that every product objective in every program component has been attained at least once, to some degree, in at least one county. This success demonstrates the feasibility of expecting career education, as implemented in South Carolina, to bring about those pervasive changes in education which must occur if our schools are to adapt to present societal conditions.

THE FUTURE OF THE EXEMPLARY PROJECT IN CAREER EDUCATION

The three counties participating in the program have committed themselves to continuing various aspects of the programs, however the extent of their future endeavor is partially dependent upon their ability to acquire additional funds. Both Fairfield and Chesterfield Counties are classified as economically depressed areas, (See "Locale" section of this report), and are therefore in greatest need of outside financial support.

The following projections of the future career education activities reflect the assessments of the project coordinators from each of the three counites.

Chesterfield County

At present, the future of expanding or continuing the entire program seems dim; however, there are various components that will be continued or expanded.

The VIP Component will continue through vocational funding. There will be one change in this component: Scinece will be dropped from the program to enable the students to take another elective.

The intensive Training Component will be continued if suitable ararngements can be made with industry. If indusrty can be persuaded to absorb the cost of the training, the district will provide the needed coordination.

The Placement and Follow-Up Component will be continued, at the discretion of each high school principal, through local funds; i.e., if a principal wants to pursue this area, local funds will be used to defray the cost.

The Elementary Component will be continued next year. The extent of the program is the big question. If the Emergency School Aid Act (ESAA) project is funded, this component will be expanded to include all students in the Chesterfield feeder system and it will also be put into one additional system in Pageland.

If the ESAA project is not funded, the component will be continued on a limited basis in the Chesterfield feeder system. Local monies will fund the activity.

The Work Experience Component will not be continued.

Fairfield County

Career Education cannot be maintained as a coordinated district activity without extra-district funding. The Director of Instruction has requested that individual teachers continue as much of the program as is possible without support personnel. District priority is, however, placed on renovation of the elementary instructional program.

It would be a serious error to underestimate the amount of career education that will take place under these conditions. A teaching method, developed locally under the auspices of the Career Education Program and involving future career utility as a test of what concepts should be taught and the method of presentation, has become an integral part of all teacher inservice related to instruction. The attention of the district has been and still is focused on meeting the skill needs which will lead to gainful employment. Much of this focus is a direct outgrowth of the Exemplary Project in Career Education. In spite of there being no formal Career Education Program, the use of the future career utility teaching method along with the work orientation of the district will, in the long run, interweave the basic philosophy of career education with the instructional program of the district. There is a strong feeling among district personnel closely associated with career education that having a Career Education Program somehow sets apart aspects of the instructional program that should have functioned as an integral whole.

Kershaw County

This county plans to continue Career Education in Exemplary Project schools to include Camden Primary, Pine Tree Hill Elementary, Lugoff-Elgin Middle Schools. Expansion plans will include Antioch, Camden Elementary, Camden Middle and Midway Elementary Schools, thus encompassing all schools in the Camden feeder system.

Because of this county's commitment to educational growth and innovation in its teaching practices, the newly established county-wide policy of team teaching will lend itself to include all teachers in the Career Education Project.

Leadership functions in the above-mentioned schools will be assumed by principals and lead team teachers. Central staff will provide county-wide direction and coordination. The orientation and continuing preparation for the infusion of Career Education concepts into the total curriculum will be handled through monthly inservice workshops.

The planned program will make use of involvement activities, resource speakers, and field trips. Academic curriculum concepts will be interwoven with the areas of career, self, society, technology, and economics.

The Intensive Training Program, with few modifications, will be continued through the Vocational Center.

Student Placement will be handled through the student placement coordinator for all students in the Camden community area. A full-time coordinator is under contract to complete this service.

The computerized follow-up system which was developed in the S. C. Exemplary Project during the year 1972-1973 will be expanded to cover all high schools in Kershaw County.

A newly-funded pilot program for non-handicapped students includes Downtown Learning Centers for students from Camden High School. This program will provide a community-centered learning experience for gifted students via the Downtown Learning Center in the following areas:

a. extended experience in the community related affairs appropriate to the needs of the individual student;
b. research, committee participation, or projects in which the student can take an active part in local business or industry activities;
c. research, committee participation, or projects in which the student can become actively involved in local government or civic affairs;
d. exploration of vocational areas and actual job experience in connection with a contract for career education activities;
e. participation in local cultural and aesthetic programs in areas in which the student has either exceptional talent or strong interests.

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APPENDIX B

EXEMPLARY PROJECT IN CAREER EDUCATION
ELEMENTARY CAREER ORIENTATION

Kershaw
COUNTY

GRADE LEVEL	2nd and 3rd
CONTENT AREA	Math
E. SKILL - CONCEPT	Measuring
TITLE OF UNIT	Brick Masonry
CLUSTER	Construction

AREAS TO BE COVERED IN THE UNIT
CAREER SELF TECHNOLOGY SOCIETY ECONOMICS

Virginia Norris, Janie Hogan, Becky Logan
PREPARED BY
Lugoff Elementary School
SCHOOL

OUTLINE OF CAREER EDUCATION UNIT

1. WHAT EDUCATIONAL CONCEPT ARE YOU TEACHING? Measuring
2. WHERE IS THAT CONCEPT USED IN SOCIETY? Construction

(ACTIVITIES)	OBJECTIVES
3. a. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO CAREERS?	LIST WHAT YOU WANT THE STUDENT TO KNOW:
Do the actual work a brick mason does. Watch an actual brick mason at work on a field trip to Quail Lane Subdivision.	Learn different tools a brick mason uses. Learn brick laying is used in many areas of construction: (houses, walks, fireplaces, etc.) List brick masonry as a career.
b. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO SELF? (GOOD WORK HABITS)	LIST WHAT YOU WANT THE STUDENT TO KNOW:
Coming to an agreement on the size and shape of the flower bed. Decide on the type of brick. Taking turns laying brick.	Students will learn to take turns. Students will learn to give directions. Also to listen and follow directions. Students will learn to take pride in their work.
c. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO TECHNOLOGY? (WORKING CONDITIONS)	LIST WHAT YOU WANT THE STUDENT TO KNOW:
Decide on materials needed. Make a wooden frame for the foundation. Mix concrete and lay bricks. Learn to use necessary tools. See below:	1. To be able to measure a foundation for a flower bed. 2. To count bricks. 3. Measure and mix concrete. 4. Learn how to lay bricks.
d. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO SOCIETY?	LIST WHAT YOU WANT THE STUDENT TO KNOW:
e. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO ECONOMICS?	LIST WHAT YOU WANT THE STUDENT TO KNOW:

4. MATERIALS NEEDED:

Hammer
Nails
String
Wood
Bricks
Dry Cement
Sand
Water
Buckets
Wheelbarrow
Shovels
Level
Yard Stick
Ruler
Ruler
Tape Measure
Trowell
Topsoil

5. EVALUATION: What are your feelings about the strengths and weaknesses of this unit?

Strengths: The students learned what we expected them to in the areas of math, self and careers. They found it was "a must" to work together and take turns in order to complete a project such as this one.

The students really enjoyed this unit and are proud of their finished job.

Weakness: Because of the weather and not enough time allotted the unit dragged at times. We, (the teachers) needed more help from the Implementation Officer than we had first planned.

EXEMPLARY PROJECT IN CAREER EDUCATION
ELEMENTARY CAREER ORIENTATION

Kershaw
COUNTY

GRADE LEVEL	5
CONTENT AREA	Social Studies
E. SKILL - CONCEPT	Mass Production
TITLE OF UNIT	Assembly Line Worker
CLUSTER	Manufacturing

AREAS TO BE COVERED IN THE UNIT
CAREER SELF TECHNOLOGY SOCIETY ECONOMICS

Anne McCandlish
PREPARED BY
Lugoff Elementary School
SCHOOL

OUTLINE OF CAREER EDUCATION UNIT

1. WHAT EDUCATIONAL CONCEPT ARE YOU TEACHING? Mass Production
2. WHERE IS THAT CONCEPT USED IN SOCIETY? Assembly Line Worker

(ACTIVITIES)	(OBJECTIVES)
3. a. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO CAREERS? Each student will perform a job on an assembly line used in making a note holder. Must interview for his job.	LIST WHAT YOU WANT THE STUDENT TO KNOW: 1. The qualifications for whichever career he performs: Sanders gluers nailers stainers shellacers
b. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO SELF? (GOOD WORK HABITS) Each area of the assembly line will have a foreman to supervise their output. (More extensive role playing).	LIST WHAT YOU WANT THE STUDENT TO KNOW: 1. Concept that each worker must meet expectations of his boss. a. Consistent output of product. b. Neatness in work. c. Cooperation with fellow workers.
c. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO TECHNOLOGY? (WORKING CONDITIONS) After this extensive role-playing and product is completed, student will have experienced conditions on an assembly line. Discussion to follow activity.	LIST WHAT YOU WANT THE STUDENT TO KNOW: 1. How it feels to repeat the same task endlessly from 8-4. 2. That he must be inclinated to the indoors for such a job.
d. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO SOCIETY?	
e. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO ECONOMICS? Class discussion of how such a job can be found in our area and benefits of such a job. Many have parents in this line of work.	LIST WHAT YOU WANT THE STUDENT TO KNOW: 1. The pay for such a type job is good if you don't mind such work. 2. Many jobs of this type are available in our area.

4. MATERIALS NEEDED:

clothespins
hammers
glue
jig
nails
wood
stain
brushes
water

5. EVALUATION: What are your feelings about the strengths and weaknesses of this unit?

Strengths: Student enjoyed unit. (i.e. They hated repeated tasks.)
The nailers liked their job especially.
Actual construction of holder took less than 3 hours.

Weaknesses: Some wood didn't fit the jig.
Who gets product that is maimed?
The interviewer of jobs grew restless doing interviews.

Although one student received several warnings to produce quality work he was later fined because he did not perform his duties adequately.

EXEMPLARY PROJECT IN CAREER EDUCATION
ELEMENTARY CAREER ORIENTATION

Kershaw
COUNTY

GRADE LEVEL 5
CONTENT AREA Social Studies
E. SKILL - CONCEPT Map Reading
TITLE OF UNIT Highway Patrolman
CLUSTER Public Service

AREAS TO BE COVERED IN THE UNIT
CAREER SELF TECHNOLOGY SOCIETY ECONOMICS

Becky Brown
PREPARED BY

Lugoff Elementary
SCHOOL

OUTLINE OF CAREER EDUCATION UNIT

1. WHAT EDUCATIONAL CONCEPT ARE YOU TEACHING? Map Reading
2. WHERE IS THAT CONCEPT USED IN SOCIETY? Highway Patrolman

(ACTIVITIES)	(OBJECTIVES)
3. a. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO CAREERS? Class discussion Speaker	LIST WHAT YOU WANT THE STUDENT TO KNOW: Amount of education needed to be a Highway Patrolman. Being a patrolman is a career.
b. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO SELF? (GOOD WORK HABITS) Patrolman talk to class. Role playing: Patrolman-speeder Patrolman-car trouble Patrolman-lost person etc.	LIST WHAT YOU WANT THE STUDENT TO KNOW: The Patrolman must be courteous.
c. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO TECHNOLOGY? (WORKING CONDITIONS) Patrloman talks to classes. Role playing: Patrolman helps person find route on map to certain place.	LIST WHAT YOU WANT THE STUDENT TO KNOW: Patrolman works inside and outside. Patrolman must be able to read a map. LIST WHAT YOU WANT THE STUDENT TO KNOW: Patrolman often works alone.
d. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO SOCIETY? Listen to Patrolman who speaks to class. Role Playing. Class discussion. Telling of personal or family experiences with patrolman.	The patrolman helps people find places. The patrolman makes the highways safer for the public.
e. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO ECONOMICS?	LIST WHAT YOU WANT THE STUDENT TO KNOW:

4. MATERIAL NEEDED:
Maps of S. C. and Kershaw County. Need to have one per student.
Outside speaker—Call Cpl. J. A. McDonald. He will make arrangements.

5. EVALUATION: What are your feelings about the strengths and weaknesses of this unit?

Using the patrolman made map study more interesting and gave it some meaning. Having a patrolman to speak to classes created respect for partolmen. The main weakness was that the girls weren't as interested in a highway patrolman as the boys were.

EXEMPLARY PROJECT IN CAREER EDUCATION
ELEMENTARY CAREER ORIENTATION

Kershaw
COUNTY

GRADE LEVEL	9th
CONTENT AREA	Physical Science
E. SKILL - CONCEPT	Simple Machines
TITLE OF UNIT	Metal Machinist
CLUSTER	Construction

AREAS TO BE COVERED IN THE UNIT

CAREER SELF TECHNOLOGY SOCIETY ECONOMICS

Vivian B. Metze
PREPARED BY

Camden High School
SCHOOL

OUTLINE OF CAREER EDUCATION UNIT

1. WHAT EDUCATIONAL CONCEPT ARE YOU TEACHING? Simple Machines
2. WHERE IS THAT CONCEPT USED IN SOCIETY? Metal Machinist

(ACTIVITIES)	(OBJECTIVES)
3. a. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO CAREERS? Do research work in library on the duties and purposes of a machinist.	LIST WHAT YOU WANT THE STUDENT TO KNOW: 1. Course requirements 2. Duties 3. Kinds of metal machines 4. Kinds of machines used
b. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO SELF? (GOOD WORK HABITS) Make a wheel and axle machine and lift loads to measure efforts needed.	LIST WHAT YOU WANT THE STUDENT TO KNOW: 1. Machine must be accurate to increase efficiency. 2. Machine has greater mechanical advantage than human efforts.
c. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO TECHNOLOGY? (WORKING CONDITIONS) Field trip to Metal-Machine Shop.	LIST WHAT YOU WANT THE STUDENT TO KNOW: The function and purposes of a combination of simple machines. (Indoors and outdoors) Safety precautions needed.
d. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO SOCIETY? Demonstrate the corect and incorrect ways of changing an automobile tire.	LIST WHAT YOU WANT THE STUDENT TO KNOW: 1st and 2nd class levers are most useful in work and play. (wheelbarrow, balance scales and seesaw)
e. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO ECONOMICS? Group discussion on "The Economical Values of Household Appliances".	LIST WHAT YOU WANT THE STUDENT TO KNOW: The simple machine is a part of our everyday living from the toothbrush to the pencil.

4. MATERIALS NEEDED:
5. EVALUATION: What are your feelings about the strengths and weaknesses of this unit?

Strengths: 1. The Field Trip to see how students operate machines in cutting metals and welding.
2. Construction of the wheel and axle machine to lift loads with little effort.
3. Listing the simple machines used in our everyday living.

EXEMPLARY PROJECT IN CAREER EDUCATION
ELEMENTARY CAREER ORIENTATION

Kershaw
COUNTY

GRADE LEVEL	9th
CONTENT AREA	Physical Science
E. SKILL - CONCEPT	Chemistry
TITLE OF UNIT	Purification of Water
CLUSTER	Public Servce

AREAS TO BE COVERED IN THE UNIT

CAREER SELF TECHNOLOGY SOCIETY ECONOMICS

Vivian B. Metze
PREPARED BY

Camden High School
SCHOOL

OUTLINE OF CAREER EDUCATION UNIT

1. WHAT EDUCATIONAL CONCEPT ARE YOU TEACHING? Purification of Water
2. WHERE IS THAT CONCEPT USED IN SOCIETY? City Water Works Technician

(ACTIVITIES)	(OBJECTIVES)
3. a. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO CAREERS? Students will do a two paragraph research paper to accomplish objective.	LIST WHAT YOU WANT THE STUDENT TO KNOW: A chemical technician performs a routine task in water purification.
b. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO SELF? (GOOD WORK HABITS) Organize a task of assembling apparatus for water purification in laboratory.	LIST WHAT YOU WANT THE STUDENT TO KNOW: 1. Technical training requirements 2. Must be accurate 3. Must be patient 4. Must have orderly work habits
c. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO TECHNOLOGY? (WORKING CONDITIONS) Field trip to Water Works Plant	LIST WHAT YOU WANT THE STUDENT TO KNOW: Work in industry or research laboratories. (Outdoors and indoors)
d. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO SOCIETY? Group discussion on "Water Purification an Essential to Community Health"	LIST WHAT YOU WANT THE STUDENT TO KNOW: Communicable diseases caused by impure water.
e. HOW ARE YOU GOING TO RELATE YOUR CONCEPT TO ECONOMICS? Plot graphs showing the cost to distill water as compared to method used at City Water Works.	LIST WHAT YOU WANT THE STUDENT TO KNOW: To remove all impurities from water is more costly as compared to potable water.

4. MATERIALS NEEDED:
   1. Chemicals needed to prepare chlorine gas.
   2. Apparatus needed for water distillation.
5. EVALUATION: What are your feelings about the strengths and weaknesses of this unit?

Strengths: 1. To see first hand the steps of water purification at Water Plant.
2. Developing good work habits in apparatus assembling.
3. The discussion on the importance of purified and potable water to our society.

EXEMPLARY PROJECT IN CAREER EDUCATION
ELEMENTARY CAREER ORIENTATION

Chesterfield
COUNTY

GRADE LEVEL 5
CONTENT AREA Language Arts
ED. SKILL - CONCEPT Writing Conversations, business letters, stories, brief oral reports, reading for specific information
TITLE OF UNIT Sports Spectacular CLUTER Recreation
October, 1972

AREAS TO BE COVERED IN THE UNIT

CAREER SELF TECHNOLOGY SOCIETY ECONOMICS

Carolyn O. Hendrix
PREPARED BY

Chesterfield Elementary
SCHOOL

SELF CAREER TECHNOLOGY SOCIETY ECONOMICS

1. Why this particular area? (General Objectives)
   To stress clean living, good morals, sportsmanship.
2. What is to be gained from this area: (Specific Behavioral Objectives)
   List good habits for an athlete.
   List the sport activities you like best.
3. Specific involvement activities planned for this area:
   a) Make a design of yourself and the various sports you like.
   b) Which sports do you watch on television? Why?
   How would you feel if you were playing?
   c) Pretend you are a professional—how would you feel? Take several situations good and bad.
   d) Can you work or play with a group? List sports.
   Do you prefer to play along? List sports.
4. Field Trips: (Usually for one area of the unit only)
   a) Purpose . . .
   b) Place . . .
5. Community Resource Speaker/s:
   a) Purpose . . . Explain your feelings—How do you feel when the team loses? How did you feel when you played? Any difference?
   b) Name of individual contacted . . . Coach Arlo Hill
6. Necessary Materials and Equipment:

SELF **CAREER** TECHNOLOGY SOCIETY ECONOMICS

1. Why this particular area? (General Objectives)
   To make students aware of the many careers in sports—to create interest in subject matter presented.

2. What is to be gained from this area: (Specific Behavioral Objectives)
   Students will be able to list professionals in baseball, football, golf, basketball, and one other field of their choice. Students will be able to write a business letter, to write stories.

3. Specific involvement activities planned for this area:
   a) Select one player from football golf, basketball, and one other field and do the following:
      1) Read about them, take notes, write conversation in part of story, bring Sports section of newspaper.
      2) Write a business letter asking information and requesting a picture.
      3) Read from **Sports Illustrated.**

4. Field Trips: (Usually for one area of the unit only)
   a) Purpose . . .
   b) Place . . .

5. Community Resource Speaker/s:
   a) Purpose . . . To show slides and talk about car racing.
   b) Name of individual contacted . . . Dale Holden.

6. Necesary Materials and Equipment:
   Sports Illustrated (need 32)
   Sports section of newspaper
   Envelopes
   Stamps

SELF CAREER TECHNOLOGY **SOCIETY** **ECONOMICS**

1. Why this particular area? (General Objectives)
   To find the economic value of sports.
   To see how sports affect society.

2. What is to be gained from this area. (Specific Behavioral Objectives)
   Student will list the economic value of five jobs.
   Students will tell the impact sports have on society.
   Students will learn the cost of equipment necessary.

3. Specific involvement activities planned for this area:
   a) Read newspapers, magazines to find salary ratings.
   b) Bring a **TV Guide** to study all the sports events of one week.
   c) Figure the cost of one family attending a high school football game, a college game.

4. Field Trips: (Usually for one area of the unit only)
   a) Purpose . . . To find costs of sporting goods.
   b) Place . . . Personal visits to various stores.

5. Community Resource Speaker/s:
   a) Purpose . . . To give cost of various goods. If he prefers, we will visit Chesterfield Hardware Co.
   b) Name of individual contacted . . . Gene Wilson.

6. Necessary Materials and Equipment:

EXEMPLARY PROJECT IN CAREER EDUCATION
ELEMENTARY CAREER ORIENTATION

Chesterfield
COUNTY

GRADE LEVEL 3
CONTENT AREA Science
ED. SKILL - CONCEPT To Make Children Aware of the Insects Around Them.
TITLE OF UNIT The Bug Person (Entomologist)
CLUSTER Environmental

AREAS TO BE COVERED IN THE UNIT
CAREER SELF TECHNOLOGY SOCIETY ECONOMICS

B. Pruitt
PREPARED BY
Edwards Elementary
SCHOOL

OUTLINE OF THE CAREER EDUCATION UNIT

SELF **CAREER** TECHNOLOGY SOCIETY ECONOMICS

1. Why this particular area? (General Objectives)
   To make children aware of the career of entomologist.
2. What is to be gained from this area: (Specific Behavioral Objectives)
   Children will be able to talk about what an entomologist does.
   Children will be able to take part in a discussion about where an entomologist works, how long he has to go to school and how much money he makes.
3. Specific involvement activities planned for this area:
   a) Have class start an insect collection.
   b) Make poster showing different places an entomologist works (lab, field).
4. Field Trips: (Usually for one area of the unit only)
   a) Purpose . . . To catch inscets
   b) Place . . . Grounds of school
5. Community Resource Speaker/s:
   a) Purpose . . . To catch insects
   b) Name of individual contacted . . .
6. Necessary Materials and Equipment:
   Cardboard, pins, poster board, glue.

SELF CAREER **TECHNOLOGY** SOCIETY ECONOMICS

1. Why this particular area? (General Objectives)
   To make children aware of the tools an entomologist uses.
   To make children aware that an entomologist works outside, in a lab, and may get insect bitten.
2. What is to be gained from this area: (Specific Behavioral Objectives)
   List or tell the pieces of equipment an entomologist uses.
   Discuss why the entomologist works outside sometimes and inside at other times.
   Know why the entomologist uses different equipment inside than outside.
3. Specific involvement activities planned for this area:
   a) Draw picture of how an entomologist looks when he's working in the field and in his lab.
   b) Make a "catch net".
   c) Let children look through microscope at insect parts.
4. Field Trips: (Usually for one area of the unit only)
   a) Purpose . . .
   b) Place . . .
5. Community Resource Speaker/s:
   a) Purpose . . . To tell children the main tools an entomologist uses in his work. To explain why the dress is different when he works outside and in the lab.
   b) Name of individual contacted . . .
   County Agents' Office (Could not get speaker but got some pamphlets.)
6. Necessary Materials and Equipment:
   Microscope, Net Wire,
   Newsprint, Crayons.

OUTLINE OF THE CAREER EDUCATION UNIT

SELF CAREER TECHNOLOGY SOCIETY ECONOMICS

1. Why this particular area? (General Objectives)
   To make student aware of what it would be like if he were an entomologist.
2. What is to be gained from this area: (Specific Behavioral Objectives)
   Student will be able to think if he would rather work on the outside in a field job or inside in a lab.
   Each student will have experienced catching insects, mounting the insects and looking up the insects classification in a book.
3. Specific involvement activities planned for this area:
   a) Let each student have at least one turn using the "catch net".
   b) Trying on white lab coat to feel how it is to wear a white jacket.
   c) Draw a picture of himself showing how he will look when he's grown up and an entomologist.
   d)
4. Field Trips: (Usually for one area of the unit only)
   a) Purpose . . .
   b Place . . .
5. Community Resource Speaker/s:
   a) Purpose . . .
   b) Name of individual contacted . . .
6. Necessary Materials and Equipment:
   white coat, newsprint, crayons,
   books for classifying insects.

SELF CAREER TECHNOLOGY **SOCIETY** ECONOMICS

1. Why this particular area? (General Objectives)
   To make children aware that an entomologist helps our community and also helps each child's family.
2. What is to be gained from this area: (Specific Behavioral Objectives)
   Children should be able to take part in a discussion on the different ways an entomologist helps the community.
   Discuss ways we can make the job of entomologist easier, and help our community where harmful insects are concerned.
3. Specific involvement activities planned for this area:
   a) Make charts showing insects that are harmful and helpful to man.
   b)
   c)
   d)
4. Field Trips: (Usually for one area of the unit only)
   a) Purpose . . .
   b) Place . . .
5. Community Resource Speaker/s:
   a) Purpose . . .
   b) Name of individual contacted . . .
6. Necessary Materials and Equipment:
   chart paper, magazines, glue.

SUMMARY OF THE TOTAL UNIT

1. Personal Evaluation of the unit . . .
   I feel the children enjoyed this unit and learned from the experiences. Most of the children had not caught insects before with the idea being to group them and identify them.
2. Strengths of the unit . . .
   I feel this unit made the children more aware of the insects around them. It made them aware that there is work connected with insects. For some who were afraid to touch insects, they were able to overcome this fear and closely examine an insect for the first time.
3. Weaknesses of the unit . . .
   Being unable to get a speaker to tell the class what being an entomologist was really like was the biggest weakness of this unit.

APPENDIX C

PROJECT PERSONNEL—MULTI-COUNTY

A. EXECUTIVE COMMITTEE

Mr. Arthur Goff, Chairman—Superintendent, Fairfield County Schools
Mr. Larry D. Hoyle—Director of Instruction, Fairfield County Schools
Mr. Don Parker—Principal, Chesterfield High School
Mr. Bill Matthews—Director of Sec. & Voc. Ed., Chesterfield County Schools
Dr. Sid Gosnell—Principal, Camden Primary School
Mrs. Irene Gettys—Director of Instruction, Kershaw County Schools
Mr. Stuart R. Brown—Project Director, Region V Elucational Services Center
Mr. Dale Holden—Executive Secretary—Project Coordinator, Region V Educational Services Center

B. CHESTERFIELD COUNTY—CHESTERFIELD AREA

Chesterfield County School District
141 Main Street
Chesterfield, South Carolina 29709

Mr. Jakie Watson, Acting Superintendent
Mr. Bill Matthews, Director of Sec. & Voc. Education—Contact Person
Mr. Randel Caldwell, District Project Coordinator
Mr. Tom Hunt, Implementation Officer
Mrs. Vinelle Hancock, Secretary

ELEMENTARY CAREER ORIENTATION

Edwards Elementary (1-3)

Mr. Larry Foster, Principal

Mrs. Cassie Hillian, Teacher	1
Mrs. Louise Johnson, Teacher	1
Mrs. Doris McLaughlan, Teacher	2
Mrs. Doris Brantley, Teacher	2
Miss Marie Poston, Teacher	3
Mrs. Barbara Pruit, Teacher	3

Chesterfield Elementary (4-7)

Mr. Walter Jay, Principal

Mrs. Elizabeth Stephenson, Teacher	4
Mrs. Bonnie Abernathy, Teacher	4
Mrs. Carolyn Hendrix, Teacher	5
Mrs. Bernice Frye, Teacher	5
Mrs. Viola Hayes, Teacher	6
Mrs. Mona Sellers, Teacher	6
Mrs. Clarence Hopkins, Teacher	7
Mrs. Caroline Goforth, Teacher	7

Ruby Elementary (1-8 IGE*)

Mr. Gary Douglas, Jr., Principal

Miss Chrisandra Williams, Teacher	1-3
Mr. Thomas Tolbert, Teacher	1-3
Miss Iris McNair, Teacher	1-3
Mrs. Katie McCreight, Teacher	1-3
Mrs. Beadie Doster, Teacher	1-3
Mrs. Lucille Crawley, Unit Leader	1-3
Mrs. Velma Burch, Teacher	4-5
Mrs. Audrey Davis, Teacher	4-5
Mrs. Margaret Thurman, Unit Leader	4-5
Mrs. Eloise Jenkins, Teacher	6-8
Mrs. Margaret Campbell Teacher	6-8
Mr. Mike Burns, Teacher	6-8
Mrs. Rebecca Burch, Teacher	6-8
Mrs. Zada Gulledge, Unit Leader	6-8

*Individually Guided Education

VOCATIONAL INTERDISCIPLINARY PROGRAM

Chesterfield High School (10-12)
Mr. Donald Parker, Principal

Miss Dorothy Ratliff, Guidance Counselor	
Mr. Ronald Hinton, Teacher	11-12 VIP Math
Mr. John Mayfield, Teacher	11-12 VIP English
Mr. Richard Mullis, Teacher	11-12 VIP Science
Mr. Conley Winebarger, Teacher	11-12 VIP Electricity

WORK EXPERIENCE
INTENSIVE TRAINING
PLACEMENT AND FOLLOW-UP
Mr. Randel Caldwell, District Project Coordinator
Miss Dorothy Ratliff, Guidance Counselor
Mr. Otis Patton, Extension Director, Chesterfield-Marlboro TEC

C. FAIRFIELD COUNTY-WINNSBORO AREA

Fairfield County School District
Administration Building
Drawer 622
Winnsboro, South Carolina 29180
Mr. Arthur Goff, Superintendent
Mr. Larry D. Hoyle, Director of Instruction—Contact Person
Mr. Robert Fickling, District Project Coordinator
Mr. Earl Bonner, Implementation Officer
Mrs. Lorene Weed, Secretary
ELEMENTARY CAREER ORIENTATION

Gordon Elementary (K-3)
Mr. S. L. Evans, Principal

Mrs. Marjorie Bennett, Teacher	1
Mrs. Novelle Cox, Teacher	1
Mrs. Thelma Gladney, Teacher	1
Mrs. Adell Chestnut, Teacher	2
Mrs. Sallie Watford, Teacher	2
Mrs. Mildred Watson, Teacher	2
Mrs. Iola Kennedy, Teacher	3
Mrs. Lucille Lyles, Teacher	3
Mrs. Doris Sharpe, Teacher	3
Miss Mary Whitener, Counselor	K-3

Everett Elementary (4-5)
Mr. Sam Rasor, Principal

Mrs. Glenda Hoyle, Lead Teacher	4-5
Mrs. Carolyn Richmond, Team Leader	4
Mrs. Carolyn Cooper, Teacher	4
Mrs. Dorothy Weston, Teacher	4
Mr. Willie Chiles, Team Leader	5
Mrs. Dorothy McEachern, Teacher	5
Mrs. Delia Wooden, Counselor	4-5

Mount Zion (6-7)
Mr. James Horne, Principal

Mrs. Frances Arndt, Lead Teacher	6-7
Mrs. Eugenia Jones, Teacher	6
Mr. John Clark, Teacher	7
Mrs. Betsy Ellison, Teacher	7
Mr. Cleveland Lee, Teacher	7

INTERDISCIPLINARY PROGRAM

Winnsboro High School (10-12)

Mr. Ed. McLendon, Principal

Mrs. Maude Ross, Guidance Counselor	
Mrs. Marian Cannon, Teacher	10 IP Biology
Mrs. Marie Ingram, Teacher	10 IP Math
Mrs. Mary Kirkland, Teacher	10 IP English
Staff	10 Career Exploration Lab.

WORK EXPERIENCE
INTENSIVE TRAINING
PLACEMENT AND FOLLOW-UP

Mr. Robert Fickling, District Project Coordinator
Miss Sara Faucett, Guidance Counselor—Winnsboro High School
Mrs. Maude Ross, Guidance Counselor—Winnsboro High School
Mr. Tom Gladden, Guidance Counselor—Fairfield County Vocational Center

D. KERSHAW COUNTY—CAMDEN AREA

Kershaw County School District
Administration Building
DuBose Court
Camden, South Carolina 29020

Mr. J. C. Walton, Superintendent
Mrs. Irene Gettys, Director of Instruction—Contact Person
Mr. Ray Holt, District Project Coordinator
Mr. Ebin Truesdell, Implementation Officer
Mrs. Judy McDowell, Secretary

ELEMENTARY CAREER ORIENTATION

Camden Primary (K-3)

Dr. Sid Gosnell, Principal

Mrs. Dorothy Hendrix, Teacher	1
Mrs. Charlotte Prosser, Teacher	1
Mrs. Ben Mildred Blalock, Teacher	2
Mrs. Willie Beckham, Teacher	3
Mrs. Maggie Hector, Teacher	3

Pine Tree Hill (K-5)

Mr. Vernon Williams, Principal

Mrs. Lois Connell, Teacher	K
Mrs. Sarah Schoolfield, Teacher	1
Mrs. Jane Bryan, Teacher	2

Lugoff Elementary (1-5)

Mr. Warner Brown, Principal
Mrs. Mary Jones, Coordinator

Mrs. Nancy Goodwin, Teacher	1
Mrs. Lucile Johnson, Teacher	1
Mrs. Karen McBryde, Teacher	1
Mrs. Amy McLester, Teacher	1
Mrs. Virginia Collins, Teacher	2
Mrs. Cynthia Nixon, Teacher	2
Mrs. Virginia Norris, Teacher	2
Mrs. Charlotte Anderson, Teacher	3
Miss Janie Marie Hogan, Teacher	3
Mrs. Rebecca Logan, Teacher	3
Mrs. Pamela Pederson, Teacher	3
Mrs. Carmen Jackson, Teacher	4

Lugoff Elementary (1-5) (Continued)

Mrs. Carole Koch, Teacher	4
Mrs. Jean Carol Walters, Teacher	4
Mrs. Linda Wyant, Teacher	4
Mrs. Becky Brown, Teacher	5
Mrs. Birdadean Calhoun, Teacher	5
Mrs. Anne McCandlish, Teacher	5
Miss Mary Patricia Owen, Teacher	5
Mrs. Cheryl Lynn Gregory, Teacher	Music
Mrs. Susan Elaine McDaniel, Teacher	Special Ed.

Lugoff-Elgin Middle (6-8)

Mr. Larry Patrick, Principal

Mrs. Rebecca Brown, Teacher	6
Mrs. Joan Brewer Teacher	6
Mr. William Koch, Teacher	6
Mrs. Judith Whitford, Teacher	6
Mrs. Myra Canipe, Teacher	8
Mrs. Catherine Carolina, Teacher	8
Mrs. Shirley Crapps, Teacher	8
Mrs. Dorothy Mowbray, Teacher	8
Mrs. Joyce Roach, Teacher	8

Camden High Schol (9-12)

Mr. Coke Goodwin, Principal

Mrs. Dorothy Hipp, Guidance Counselor

Mrs. Vivian Metze, Teacher	9 IP Science
Mrs. Yvonne Pickett, Teacher	9 IP Math
Mrs. Betty Sue Webber, Teacher	9 IP English

WORK EXPERIENCE
INTENSIVE TRAINING
PLACEMENT AND FOLLOW-UP

Mr. Ray Holt, District Project Coordinator
Mrs. Dorothy Hipp, Guidance Counselor—Camden High School
Mr. Jim Smith, Student Placement
Mrs. Marge Watson, NYC Coordinator
Mr. Pete Peterson, I T Instructor

APPENDIX D

CHESTERFIELD COUNTY FACT SHEET
EXEMPLARY PROJECT IN CAREER EDUCATION
—— ENROLLMENTS BY YEAR ——

I. ELEMENTARY CAREER ORIENTATION

RUBY ELEMENTARY (1-8)	1971-72	1972-73
Grade 1	35	40
Grade 2	54	35
Grade 3	49	54
Grade 5	41	49
Grade 5	50	41
Grade 6	52	50
Grade 7	39	52
Grade 8	58	39
Project Enrollment	378	370
School Enrollment	378	370
EDWARDS ELEMENTARY (1-3)		
Grade 1	28	31
Grade 2	30	28
Grade 3	32	30
Project Enrollment	90	89
School Enrollment	503	508
CHESTERFIELD ELEMENTARY (4-7)		
Grade 4	32	32
Grade 5	26	31
Grade 6	32	26
Grade 7	32	32
Project Enrollment	120	121
School Enrollment	596	632

II. VOCATIONAL INTERDISCIPLINARY PROGRAM

CHESTERFIELD HIGH SCHOOL (10 12)		
Grade 10	—	—
Grade 11	21	25
Grade 12	21	21
Project Enrollment	42	21

III. WORK EXPERIENCE

CHESTERFIELD HIGH SCHOOL		
Grade 10-12	12	10
Project Enrollment	12	10

IV. INTENSIVE TRAINING	1971-72	1972-73
CHESTERFIELD HIGH SCHOOL	34*	25
*(Includes Summer Classes)		
PAGELAND HIGH SCHOOL		

V. PLACEMENT AND FOLLOW-UP

CHESTERFIELD HIGH SCHOOL	119	141

— TEACHERS INVOLVED IN CAREER EDUCATION —

Ruby Elementary (1-8)			
Grade 1			
Grade 2	UNIT A	1	6
Grade 3			
Grade 4	UNIT B		
Grade 5		1	3
Grade 6		1	6
Grade 7	UNIT C		
Grade 8		3	15
Edwards Elementary (1-3)			
Grade 1		1	2
Grade 2		1	2
Grade 3		1	2
		3	6
Chesterfield Elementary (4-7)			
Grade 4		1	2
Grade 5		1	2
Grade 6		1	2
Grade 7		1	2
		4	8
TOTAL		10	29
Chesterfield High School (10-12)			
Teachers—Voc. Interdisciplinary Program		4	4
Counsleors		1	1
		5	5

FAIRFIELD COUNTY FACT SHEET
EXEMPLARY PROJECT IN CAREER EDUCATION
— ENROLLMENTS BY YEAR —

I. ELEMENTARY CAREER ORIENTATION

GORDON ELEMENTARY (1-3)	1971-72	1972-73
Grade 1	28	89
Grade 2	71	83
Grade 3	32	96
Project Enrollment	131	268
School Enrollment	650	647
EVERETT ELEMENTARY (4-5)		
Grade 4	54	83
Grade 5	28	96
Project Enrollment	82	179
School Enrollment	448	446
MOUNT ZION (6-7)		
Grade 6	25	60
Grade 7	50	99
Project Enrollment	75	159
School Enrollment	435	447
TOTAL ELEMENTARY PARTICIPATION	288	606

II. INTERDISCIPLINARY PROGRAM

WINNSBORO HIGH SCHOOL (10-12)		
Grade 9	1	—
Grade 10	4	28
Grade 11	12	—
Grade 12	6	—
TOTAL INTERDISCIPLINARY PARTICIPANTS	23	28

III. WORK EXPERIENCE

WINNSBORO HIGH SCHOOL (10-12)		
Grade 10	4	7
Grade 11	5	2
Grade 12	8	7
TOTAL WORK EXPERIENCE PARTICIPANTS	17	16

IV. INTENSIVE TRAINING

WINNSBORO HIGH SCHOOL (10-12)	1971-72	1972-73
Grade 12	—	28

V PLACEMENT AND FOLLOW-UP

WINNSBORO HIGH SCHOOL (10-12)		
Grade 12	220	217

—— TEACHERS INVOLVED IN CAREER EDUCATION ——

Gordon Elementary (1-3)		
Grade 1	1	3
Grade 2	2	3
Grade 3	1	3
Guidance Counselor	1	1
	5	10
Everett Elementary (4-5)		
Grade 4	2	3
Grade 5	1	2
Guidance Counselor	1	1
Lead Teacher	—	1
	4	7
Mount Zion (6-7)		
Grade 6	1	1
Grade 7	2	3
Lead Teacher	—	1
	3	5
Winnsboro High School (10-12)		
Teachers—Interdisciplinary Program	3	3
Counselors—High School	1	2
Vocational Center	1	2
	5	7

KERSHAW COUNTY FACT SHEET
EXEMPLARY PROJECT IN CAREER EDUCATION
—— ENROLLMENTS BY YEAR ——

I. ELEMENTARY CAREER ORIENTATION

CAMDEN PRIMARY (1-3)	1971-72	1972-73
Grade 1	36	40
Grade 2	26	23
Grade 3	74	56
Project Enrollment	136	119
School Enrollment	584	600
PINE TREE HILL (K-5)		
Grade K	—	60
Grade 1	—	21
Grade 2	52	32
Grade 3	—	—
Grade 4	—	—
Grade 5	—	—
Project Ernollment	52	113
School Enrollment	690	685
LUGOFF ELEMENTARY (1-5)		
Grade 1	—	71
Grade 2	138	80
Grade 3	—	91
Grade 4	92	105
Grade 5	100	110
Project Enrollment	330	457
School Enrollment	499	483
LUGOFF-ELGIN MIDDLE (6-8)		
Grade 6	—	127
Grade 7	61	—
Grade 8	84	146
Project Enrollment	145	273
School Enrollment	543	552
TOTAL ELEMENTARY PARTICIPATION	663	962

II. INTERDISCIPLINARY PROGRAM

CAMDEN HIGH SCHOOL (9-12)		
Grade 9	—	21
Grade 10	9	—
Grade 11	17	—
Grade 12	—	—
Project Enrollment	26	21

III. WORK EXPERIENCE

CAMDEN HIGH SCHOOL	1971-72	1972-73
Grade 12	12	20
Project Enrollment	12	20

IV. INTENSIVE TRAINING

CAMDEN HIGH SCHOOL	10	40

V. PLACEMENT AND FOLLOW-UP

CAMDEN HIGH SCHOOL	346	360

—— TEACHERS INVOLVED IN CAREER EDUCATION ——

Camden Primary (1-3)	1971-72	1972-73
Grade 1	2	2
Grade 2	1	1
Grade 3	2	2
	5	5

Pine Tree Hill (K-5)		
Kindergarten	—	1
Grade 1	—	1
Grade 2	—	2
Grade 3	2	—
Grade 4	—	—
Grade 5	1	—
	3	4
Lugoff Elementary (1-5)		
Grade 1	2	4
Grade 2	1	3
Grades 2 & 3	—	1
Grade 3	2	3
Grade 4	4	4
Grade 5	4	4
	13	19
Lugoff-Elgin Middle (6-8)		
Grade 6	—	4
Grade 7	—	—
Grade 8	2	5
	2	9
TOTAL	23	37
Camden High School (9-12)		
Teachers—Interdisciplinary Program	8 (2 Voc. Area Teams)	3
Counselors—High School	1	1
Voc. Center	—	1
NYC Coordinator	—	1
Placement Coordinator	—	1
	9	7